

TEST ADMINISTRATION MANUAL



Reading
Writing
Listening
Speaking

grades

3-5

6-8

9-12

South Carolina
Department of
Education

Spring 2011

Spring 2011 ELDA K–12 Testing Schedule

Date	Activity
January–February	Schedule and conduct training sessions for School Test Coordinators (STCs), Test Administrators (TAs), and monitors.
Monday, December 6–Friday, January 7	Districts order customized test materials online from Data Recognition Corporation (DRC).
Monday, February 21	State ELDA testing window begins.
Friday, April 15	State ELDA testing window ends.
Within one to three days after testing:	District Test Coordinators (DTCs) return all test materials to DRC.

Districts will have six weeks within the state window in which to administer the ELDA. Because spring break occurs during the state window, it is not necessary for the district window to be six consecutive weeks.

DTCs are responsible for the training of all personnel who will be administering the ELDA. DTCs must plan and schedule training sessions prior to testing.

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Sequence of Events

The following list chronicles events in the order they should occur throughout the administration process.

- _____ DTC notifies STCs of the testing window.
- _____ STCs publicize the testing window.
- _____ DTC and STCs ensure that schools have secure storage space, adequate testing rooms, and sufficient staff for testing.
- _____ DTC instructs STCs to sign test security agreements.
- _____ DTC trains STCs.
- _____ DTC distributes school boxes of test materials to STCs.
- _____ STCs receive and verify materials.
- _____ STCs notify DTC of any missing materials from school shipments.
- _____ STCs store materials in secure location when not in use.
- _____ STCs instruct TAs to sign test security agreements.
- _____ STCs train TAs and monitors, and distribute manuals.
- _____ TAs initial security checklists and receive materials.
- _____ TAs administer tests to students within the testing window.
- _____ DTC and STCs oversee test administration, maintain test security, complete Testing Irregularity Forms (as needed), and answer questions.
- _____ TAs collect and count materials after testing, but before dismissing students.
- _____ TAs return materials to STCs immediately after testing.
- _____ TAs initial security checklists for return of materials.
- _____ STCs collect and account for all materials.
- _____ TAs receive materials and initial the security checklists on testing day.
- _____ STCs return scorable and nonscorable materials to DTC immediately after test administration.
- _____ TAs collect and count all make-up materials after testing, but before dismissing students.
- _____ TAs initial the security checklists immediately after testing.
- _____ STCs return scorable and nonscorable make-up materials to DTC immediately after test administration.

Introduction

Title III law, a part of the No Child Left Behind Act of 2001, requires that states develop annual measurable achievement objectives (AMAOs) for limited English proficient students. These objectives are to include (1) annual increases in the percentage of students making progress in learning English; (2) annual increases in the percentage of students attaining full English proficiency; and (3) adequate yearly progress (AYP) for limited English proficient (LEP) students. The English Language Development Assessment (ELDA) was developed to serve as the tool for gathering necessary data for establishing and reporting AMAOs 1 and 2. The ELDA consists of four tests designed to measure academic and social language proficiency in the domains of listening, speaking, reading, and writing. Overall English proficiency—ELDA composite levels (1–5)—is derived from all four domains: listening, speaking, reading, and writing.

The ELDA test was developed collaboratively by member states in the English Language Learner State Collaborative on Assessment and Student Standards (ELL SCASS) and the Council of Chief State School Officers (CCSSO), and was partially funded by a grant from the U.S. Department of Education. The first statewide administration of the ELDA in South Carolina took place in spring 2005. This first administration involved all limited English proficient students in grades 3–12. A kindergarten through second grade (K–2) version of the test was developed and was administered to all K–2 limited English proficient students in spring 2006.

Using This Manual

This *Test Administration Manual (TAM)* for the ELDA 3–12 contains general information about the assessment and specific information about administering the reading, writing, listening, and speaking ELDA tests for grades 3–12.

The information in this manual is essential to the successful administration of the ELDA. Before administering this assessment, review the information in this manual to familiarize yourself with the assessment administration procedures.

Test Security

Legal Requirements

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the South Carolina Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the South Carolina Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

Test Security

State Board Regulations

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2008), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
 - B. Examinations for admission to teacher education programs and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the South Carolina Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

Test Security

- VII. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
- B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A. Failing to administer tests on the test dates specified by the SCDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the South Carolina Department of Education any test, test question, or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the South Carolina Department of Education any portion of examinee responses to any item or any section of a secure test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
 - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

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- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms...) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization...) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the South Carolina Department of Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

Test Security

Reporting Violations

All suspected test security violations as defined in S.C. Code Ann. §59-1-445 (2004) or 24 S.C. Code Ann. Regs. 43-100 (Supp. 2007) must be reported to the South Carolina Department of Education (SCDE). The DTC and the STC are responsible for conducting a comprehensive investigation of each allegation. The DTC must prepare and submit to the SCDE all required documentation that serves as a summary of the information obtained from all persons interviewed who have knowledge of the incident.

Following an internal SCDE review of the submitted documentation, and considering the gravity of the alleged violation, the SCDE will take one of three actions:

1. the incident will not be reported to the South Carolina Law Enforcement Division (SLED);
2. the incident will be reported to SLED for information; or
3. the incident will be reported to SLED for investigation.

As appropriate, the DTC and/or the Superintendent will receive an e-mail or a memorandum indicating which of these actions is being pursued by the Office of Assessment. Reports may serve as a basis of initiating invalidation of test scores or other actions by the Certification Review Committee and/or the State Board of Education.

Required Documentation

The following documents must be completed and submitted to the program manager for the appropriate assessment program: Susan Creighton (PASS); Angela Griffin (ELDA); Lane Peeler (EOCEP); or Nancy Whitlock (HSAP).

1. **Test Security Violation Action Form** – This form **must be typed and e-mailed to the program manager**. A Word file may be downloaded from the Office of Assessment Web page: <http://www.ed.sc.gov/agency/Accountability/Assessment/TestSecurity.html>.

The Action Form must include all of the requested information including the identification of the person who allegedly committed the violation and their certificate number.

Also indicate the regulation that has been violated. The regulation violation item should have the exact wording of the violation(s) as stated in the S.C. Code Ann. § 59-1-447 (2004) and provided in the TAM for each assessment program. For example, if a teacher assisted a student on the test, what should be typed on the Action Form following Regulation Violation(s): is “H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing...”

The description of the violation section of the Action Form should be a concise summary of the incident. The summary should include the basic elements of who, what, when, why, and how the violation occurred. This section does not replace an overall summary written by the DTC.

Test Security

2. **Supporting Documentation** – This information would include all of the following items:
- a. written statements from all adults involved in the incident
 - b. summaries of any interviews with students
 - c. IEP team meeting minutes with an indication of their recommendations
 - d. a summary of all applicable information from the DTC indicating actions, if appropriate, taken by the DTC or the district office

The supporting documentation can be e-mailed, faxed, or mailed to the appropriate assessment program manager: Susan Creighton (screight@ed.sc.gov); Angela Griffin (agriffin@ed.sc.gov); Lane Peeler (lpeeler@ed.sc.gov); or Nancy Whitlock (ncwhitlo@ed.sc.gov).

Documents may be faxed to 803-734-8886 if a staff member in the Office of Assessment has been notified in advance.

How to Conduct an Investigation and Document the Information

The following paragraphs outline more specific information about how to conduct an investigation and to document the information included in the test security violation report.

- A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) or the District Test Coordinator (DTC) as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the appropriate Office of Assessment Program Manager.
- B. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the allegation. The investigation should capture information including the “who, what, where, when, and how” of the incident.
- C. The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. **Affidavits must be signed and dated in ink by the person making the statement.** It is not necessary to have individual statements from the students.
- D. As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.
- E. The STC or DTC must write a concise summary of events. This summary can be included in the Description of Violation section on the *Test Security Violation Action Form*. If appropriate, the DTC may want to provide additional details regarding the incident such as action taken as a result of the investigation, whether the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness. The additional information regarding the incident may be attached to the Action Form.

Test Security

2010-11 Test Security Violation Action Form

Submit this form electronically to the Program Manager (Word file).

For Office Use – Circle, Initial, & Date:

A B C D E F G H I J K L M N

Program Manager/Date: _____

Supervisor/Date: _____

District Name:

Program: indicate ELDA, EOCEP, HSAP or PASS.

School Name:

Name of Person Completing this Document:

Telephone Number:

Date of Form Completion:

Legislative Violation(s) S.C. Code Ann. 59-1-445 (2004): *(Example: (a) Give examinees access to test questions prior to testing.)*

Regulation Violation(s): *(Example: J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test.)*

A. Name of person(s) who reported the alleged violation:

B. Date(s) of the alleged test security violation:

C. Name of person(s) who committed the violation:

D. Administration or Teacher certification number(s):

E. Test subject:

F. Grade level of the test:

Description of Violation: *(Provide a short, concise summary of the violation.)*

Complete this report and e-mail it to the DTC. DTCs must e-mail this form to the appropriate Program Manager.

Test Security

Test Security Violations and Students with Disabilities

DTCs and STCs should work closely with special educators at the school level to ensure that all accommodations are provided for students with disabilities in accordance with each student's Individualized Education Program (IEP) or 504 Plan.

State Board of Education Regulation 24 S.C. Code Ann. Regs. 43-100 (Supp. 2007) states that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

In the event of a test security violation involving testing accommodations for students with disabilities, the DTC must report the test security violation in accordance with the procedures outlined in the previous section.

The school/district must also convene the IEP/504 Plan team to review the test security violation. During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations as written in the IEP/504 Plan and may not change the accommodations specified in the plans. The team must address the test security violation as follows. If a student

- **received an accommodation** that is not specified in the IEP/504 Plan, the team must determine whether the unauthorized accommodation causes the test administration to be invalid.
- **did not receive a testing accommodation** that is specified in the IEP/504 Plan, the team must determine whether the test administration is valid without the specified accommodation.

If the IEP/504 Plan team determines that:

- **the test administration is valid**, the test is returned for scoring. Remember to mark the correct accommodation codes in the student's answer document.
- **the test administration is not valid**, the district must invalidate the test by placing a **Do Not Score** label on the student's answer document and return the answer document to the contractor.

Test Security Agreement Forms

All school and district personnel who will have access to secure test materials are asked to sign the *Agreement to Maintain Test Security and Confidentiality* form. Three types of forms are available for district/school use. One form is for DTCs and STCs, one form is for test administrators, and the other form is for monitors and all other personnel who may assist with testing. Test security forms should be signed after each person has participated in ELDA training. The DTC is responsible for collecting and storing the forms for three years.

These forms are provided in **Appendix B**. They may be copied. Districts may add their own test security agreements.

Test Security

Secure Materials

- Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials **must not be stored** in the same room as a copy or a fax machine or any other frequently accessed equipment.
- **The STC is responsible for inventory control; schools and districts are held responsible for missing materials.**
- Schools must use the School Security Checklist to track and monitor the distribution and receipt of test materials.
- All secure test materials must be returned and signed in on the School Security Checklist immediately after testing each day.
- Provide an explanation on the School Security Checklist for any secure test materials that are not received or returned to the STC as required.
- The STC must provide all additional secure test materials needed by the TA. Secure test materials must not be exchanged among TAs without checking those materials in and out with the STC and documenting the exchange on the School Security Checklist.

School Security Checklists

- The STC may open packages of test booklets and answer documents for all test areas up to two weeks before the first day of testing to prepare the test materials for distribution (including supervised sessions for labeling and coding of answer document covers).
- Secure test materials, however, must be stored in a secure location and may not be distributed to TAs until the day of testing. Open only what is needed for testing.
- The STC is responsible for inventory control and must use the School Security Checklist to track and monitor test material distributed to the TAs.

SCDE Policies

Administration Guidelines

ELDA 3–12 test items are secure. It is not permissible for monitors, TAs, STCs, DTCs, parents, principals, or other school personnel to open ELDA 3–12 test booklets for the purpose of reading test items before, during, or after testing. Test administrators may review the first two minutes only of the listening and speaking CDs.

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, the test booklets should be placed in a secure, locked cabinet, closet, drawer, etc., or all test booklets should be taken with the person.

Teachers should not discuss test items with students even if students ask questions about content on the tests. TAs should take extra care when reviewing or answering questions during the testing period.

After testing, access to secure materials is restricted to **supervised** sessions for completing or editing demographic codes on student answer document covers.

Testing Days and Hours

As stated in the State Board Regulations, all schools must administer tests on the dates specified by the SCDE. Districts should determine policies for the testing hours in their schools. Testing may begin at any time during school hours that allows sufficient time for students to complete the assigned test. For example, a test could begin at 1 P.M., providing that school hours continue to 3 P.M. or later.

- The ELDA reading and writing tests are not timed. Therefore, students should be given as much time as they need to complete each test. Since some students may take a much longer time period to finish testing than other students, districts should develop guidelines for schools to follow regarding what TAs may tell students who have completed and turned in their test for that day.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., bubbling responses and writing), the TA must allow the student to continue with the test.
- District policy should dictate whether staying after school to administer or take tests is an acceptable option. ELDA tests, however, must begin and end on the same day unless the student has an IEP specifying administration of a single test over several days.
- The ELDA listening and speaking tests are administered using prerecorded audio CD-ROMs. Therefore, they are timed tests and should be scheduled according to the test administration time requirements found on page 29 of this manual.

SCDE Policies

Student Participation

All students in grades K–12 who are determined to be limited English proficient (LEP) must be tested. This includes those students whose parents have waived direct ESOL services.

Students to be tested on the ELDA are those who fit the criteria for PowerSchool ESL codes A–D and 1–5. Students enrolled after March 25, 2011 do not have to take the ELDA until the following spring administration.

The determination of proficiency is initially based upon a home language survey and the initial assessment of English proficiency. Subsequent to this initial determination, English proficiency is determined by student performance on the ELDA. Students with limited English proficiency must continue to take the ELDA until they have scored at Level 5, Fully English Proficient. **The Level 5 score must be from an ELDA grades 3–5 or higher test.**

Prior to testing, all LEP/ESOL students must be properly coded in PowerSchool. The following fields must be updated: English Prof, US Sch Entry Date, 1st Lang Spoken, ESOL 01–13, and ELLI 01–09.

This testing policy includes all LEP students with IEPs or 504 Plans, suspended LEP students, home school LEP students who are registered through the district or local school board, homebound LEP students, homebased LEP students, charter school LEP students, and LEP students who are incarcerated.

LEP students who are **not** tested include the following:

1. students who are **expelled (unless** the student has an IEP),
2. homebound students for whom the district has documentation indicating that the student is not physically and/or mentally able to take the tests,
3. home school students who are registered through one of the **professional home school organizations** [S.C. Code Ann. § 59-65-47 and § 59-65-45], and
4. students who attend a private school.

Suspended Students

Students who are suspended (with or without disabilities) must be tested. The district or school could consider delaying the suspension dates, bringing the student(s) into the school during the suspension period for testing purposes only, or testing the student(s) in an alternative location.

SCDE Policies

Home School Students

Parents or guardians may teach their children at home if the district board of trustees of the district in which the children reside approves the instruction.

Students whose home school program is registered through the district must be tested according to the following legislation:

The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the test administrator if the test is administered at the student's home... [(S.C. Code Ann. § 59-65-40 (A)(6)(1990)].

Students who are home schooled outside the district's authority **cannot be tested** with state tests. These students are considered private home school students and private school students are not tested with state tests.

Homebound Students

Homebound students (with or without disabilities) are those students who receive instruction at home or in the hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required tests to a student who is sick and homebound if the student is physically and/or mentally able to take the test. It is a district's decision to choose whether or not to have a monitor present when testing homebound students.

Homebased Instruction

Homebased instruction includes students who normally receive instruction at a place other than school because the student's IEP team has determined this placement to be the appropriate, least restrictive environment for the administration of the student's educational program. The district must send a TA to the place of instruction.

Electronic Devices

Students **may not** bring into the testing location **any electronic or other device** that can be used for communicating, timing, or imaging. These devices include, but are not limited to, cell phones, pagers, beepers, headphones, stopwatches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.

SCDE Policies

Testing Environment

Planning for and providing an appropriate test setting is essential. The following are some considerations for ensuring that all students have an equal opportunity to perform their best on the ELDA.

- Students should be tested in rooms that have good lighting, adequate ventilation, and sufficient space.
- Schools are strongly encouraged to **avoid large-group administrations** in settings such as the library or cafeteria.
- Testing in a familiar classroom setting should reduce test anxiety for students and should simplify test security.
- Freedom from interruptions or distractions is important to any testing environment; the classroom should be quiet. A “Do Not Disturb” sign is included in **Appendix B**; it may be removed from this manual and taped to the outside of the classroom door.
- Word walls must be taken down or covered during any type of testing.

Testing Disruptions

Make contingency plans for unexpected disruptions. Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick up children during the test period, etc.

If a **fire drill or bomb threat** occurs during testing, the TAs should collect test booklets, answer documents, and other secure materials as the students file out of the room. The TA can keep the test materials secure by taking them outdoors or locking them in a secure location within the classroom.

If a **power failure** occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to another day within the state testing window.

Testing Irregularities

Often incidents occur during testing that may impact a student’s score. Testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the *TAM*. For example, a student may become ill or a disruptive student may disturb classmates taking the test.

STCs and DTCs need to be informed of these situations so that a decision can be made regarding the validity of the student’s score. The *ELDA Irregularity Form*, found in **Appendix B**, is provided so that test administrators can record and report these incidents to the STCs.

TAs should report any incident on the form that is believed to significantly affect a student’s score. It is not necessary to record minor incidents such as a sleeping student, a daydreaming student, a student reading aloud, or accidental noises such as a garbage truck or the Public Address system.

SCDE Policies

STCs, in conjunction with the DTC, should collect and review the irregularities to determine if the school or district should take further action. Some irregularities may necessitate the addition of an explanation to a student's record.

Each DTC must keep the *ELDA Irregularity Forms* on file for one year. **Do not send these forms to the test contractor.**

Student Cheating

When cheating is suspected, the school should follow policies and procedures established by the district for investigating and documenting this type of incident. If cheating is confirmed, the STC may choose to place a Do Not Score label on the student's answer document before returning it to the contractor. The STC should also attach a note to the student's score report indicating the violation and stating that the specific scores may not be representative of the student's proficiency. Do not report student cheating to the SCDE as a test security violation unless electronic devices were involved in the incident.

Student Injury

Students who suffer injuries may be scheduled for testing later in the testing window if the student's condition warrants this delay. If a student cannot write or bubble answers because of an injury, such as a broken arm, the testing may be delayed and the student may follow any of the options listed as an accommodation on **page C–3**. These accommodations include changing the setting, timing, scheduling, presentation, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C**.

Student Illness

Only with proper documentation, students who are described by a doctor as “physically and/or mentally unable to test” or “medically unable to attend school” during the testing window are exempt from taking the ELDA. Be sure to request the proper medical documentation from the parents. Place a **Do Not Score label** on the student's answer document before returning it to the contractor.

Student Becomes Ill During Testing

If a student is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA and the STC to implement as needed. For any of these situations, document the incident in the student's records, indicating that the specific score may not be representative of the student's achievement.

SCDE Policies

Guidelines for Students Who Become Ill During Testing

1. The TA should excuse the sick student from the testing room. The TA should not leave the room. If possible, send a monitor to accompany the child to the restroom, nurse's office, or other sick room.
2. If necessary, school procedures for dismissing students from the room should be followed as specified by school policies and procedures. Students should take a supervised break until the sick child is situated and the student's desk and the classroom have been cleaned. The determination to remove students from the classroom depends on the severity and the timing of the sickness. If available, students could be moved to another classroom to complete the test.
3. The TA can retrieve and save the student's test booklet and answer document for further use if they were not severely damaged. Reusable answer documents are those that can be scanned electronically for scoring.
4. It is acceptable to transfer student responses from the damaged answer document to a new answer document (obtained from the school overage) if the transcription can be accomplished in a supervised, secure setting.
5. The TA should return the damaged test materials to the STC and sign in the test materials.
6. Damaged test booklets and answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning) and this action must be documented on the security checklist so that test integrity is maintained at all times.
7. If a new test booklet is needed during testing, obtain the appropriate grade cluster and subject test booklet (and answer document, if applicable) from school overage, remembering to sign for the materials on the security checklist at the appropriate times. The security number of the new test booklet must be entered in the appropriate place on the security checklist.
8. Remember to place a single document label on the new answer document and handcode all student demographic information. Follow the directions provided in **Appendix A**.

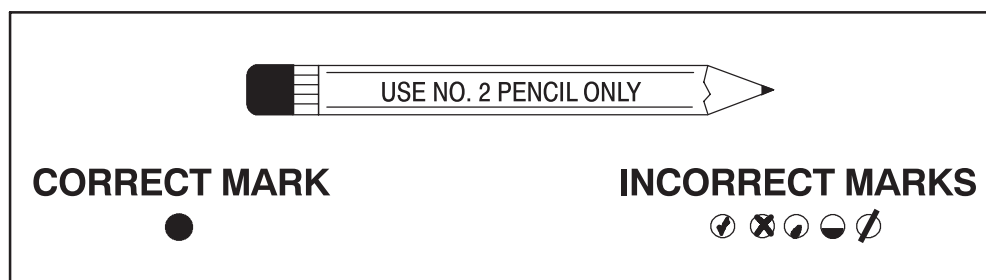
Test Administrator and Monitor Participation

During testing, TAs are encouraged to walk around the room to check that students are following the directions for appropriately darkening bubbles for multiple-choice items, and working on the lines or in the space for constructed-response items.

If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say "Remember to do a good job of erasing if you need to change an answer. Darken only one bubble for each question."

SCDE Policies

The diagram below shows an example of correctly and incorrectly marked bubbles.



While walking around the classroom, it is also permissible for TAs to check that students are following the directions for marking their responses in the correct section of the answer document. For example, answers to questions in the reading test must be marked in the corresponding section of the answer document. The TA may remind students that writing responses must remain inside the page border to be scored.

TAs should remind students to complete all questions in a given section of the test. The TA may say to the class "Remember to continue working until you come to the stop sign."

It is not permissible, however, to stop and read test items or students' responses in their test booklets/answer documents or to indicate to students that they should change their answers in any way. TAs should **not** look through the students' test booklets/answer documents after they are turned in to make sure that all questions were answered.

Test Materials

Manuals

The *TAM* provides policies and procedures for all test administration personnel, but particularly DTCs, STCs, and TAs to read and implement during the administration of the ELDA.

- The *TAM* is not a secure document. STCs and TAs may keep the *TAM* so that it is available for reference during test administration.
- The *TAM* covers specific information about the ELDA administration, test security, test materials, test administration directions, and coding instructions for the ELDA.
- A *TAM* should be given to each TA as early as possible before the ELDA administration to provide ample time to read and study the procedures and administration directions.

The *DTC Supplement* provides additional guidelines and procedures that each DTC will follow for receipt and return of test materials.

Materials Sent to the Schools

All ELDA materials for each school are individually numbered and must be accounted for throughout the assessment and returned to DRC after testing (BOTH USED AND UNUSED).

Secure materials include:

- All reading/writing and listening/speaking test booklets and answer documents;
- All customized test booklets;
- Braille and Signed-Administration TA notes;
- All listening and speaking prompt CDs; and
- All Speaking Scoring Guides.

Before and after an assessment administration, all assessment materials (both used and unused) must be kept in a secure location designated by the STC. Unless directed otherwise by the STC, TAs are responsible for returning secure assessment materials to the storage area after each administration. Only those individuals authorized by district policy should have access to these materials. Under no circumstances should students have access to assessment materials before or after the assessment session.

Materials Supplied by the Schools

- **No. 2 pencils:** Only No. 2 pencils write dark enough to ensure accurate scoring. Students must NOT use pen on any portion of the ELDA—including the writing section of the test.
- **Cover sheets:** Blank paper (optional).
- **Blank paper** for pre-writing.
- Schools must also provide the supplemental materials required by students with disabilities as specified in the students' IEP or 504 Plans. It is a violation of Test Security Legislation and State Board Regulations to allow students to use supplemental materials not specified in their IEPs or not to provide materials specified in the student's IEP/504 Plan.

Test Materials

Supplementary Test Materials

Reference Material

Use of the following types of reference materials is **not** permitted during test administration: dictionaries and thesauruses, word lists, spelling lists or books, wall lists, and other alternative types of reference books.

Highlighters and Colored Pencils

SCDE policy is that only students with documented disabilities (IEPs or 504 Plans) may use a highlighter or have portions of the test highlighted for them.

The scanning and scoring of a student's test booklet/answer document may be affected if a student uses a highlighter that contains carbon and marks too close or within the answer bubbles. Any rescoring required as a result of these problems will be completed at the district's expense.

All students may use black lead or colored pencils to underline text, take notes, or to do scratch work within the test booklets.

Colored Overlays

Colored overlays are permitted for students with documented disabilities (IEPs or 504 Plans), but may not be used by other students.

School Test Coordinator's Section

STC Section

DTC Requirements

- DTCs **must** participate in the spring pretest workshops presented by the SCDE and the contractor. These workshops will be conducted via WebEx sessions in January.
- **It is the responsibility of the DTC to ensure that adequate training is given to all persons who will be administering or monitoring ELDA.** DTCs must have policies and procedures in place to ensure that STCs provide adequate training for all persons who are involved in test administration. The district and DTC will be held accountable for the training given to these persons.
- DTCs **must** conduct training sessions for all STCs. This training should include all information provided at the spring pretest workshop.
- DTCs and/or STCs **must** hold training sessions for all TAs and monitors who are employed or volunteer to assist with ELDA administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the spring pretest workshops, such as test security, coding, administration, and receipt and return procedures.
- DTCs **must** provide each STC and TA with a *TAM* prior to the testing window so that they have the opportunity to become knowledgeable of all policies and procedures in this manual.
- DTCs **must** read and understand all of the policies and procedures given in the *TAM*. DTCs are also expected to follow the additional procedures set forth in the *DTC Supplement*.
- DTCs must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. These forms are included in **Appendix B**.
- DTCs **must** approve qualified STCs. STCs **must** be certified employees of the district and knowledgeable about all of the policies and procedures in this manual, especially the following topics: test security, coding, the administration directions, policies and procedures for assessing students with disabilities, the testing schedule, and the receipt and return procedures.

STC Requirements

- STCs are responsible for knowing and understanding all of the policies and procedures given in the *TAM*.
- STCs **may** attend the spring pretest workshop presented by the contractor and the SCDE to receive training on test security procedures, the receipt and return of test materials, and other policies and procedures regarding the administration of the ELDA.
- STCs **must** be certified employees of the district. It is the responsibility of the DTC to approve qualified STCs.
- DTCs or STCs **must** hold training sessions for TAs (including substitutes) and monitors who are employed or volunteer to assist with ELDA administration. Training sessions should cover test security, coding, administration, and return procedures.
- DTCs or STCs **must** provide TAs with procedures to follow if circumstances occur that disrupt testing (e.g., the fire alarm rings, a student becomes ill or uncooperative, one or more students appear to be cheating).

School Test Coordinator's Section

- Each TA **must** receive a *TAM*. *TAMs* should be available and retained by the TA throughout the testing session so that they have sufficient opportunity to become knowledgeable of all policies and procedures.

Before Test Administration

Step 1 – Train TAs and Monitors

- Each STC must read the *TAM*.
- Each STC must read and sign the *Agreement to Maintain Test Security and Confidentiality* form found in **Appendix B**.
- The STC must select and train TAs several weeks before the testing period.
- The STC is responsible for ensuring that each TA receives a *TAM*. The STC must instruct each TA to read the *TAM* before the first day of testing.
- The STC is responsible for giving monitors the test security regulations and other necessary handouts that are provided in **Appendix B** of the *TAM*.
- The STC is responsible for ensuring that each TA and monitor understand the policies and procedures provided in the *TAM*.
- After training, the STC is responsible for collecting signed *Agreement to Maintain Test Security and Confidentiality* forms from all TAs and monitors. You may photocopy the forms in **Appendix B** as needed.

Step 2 – Take Inventory

- Retain the original shipping boxes for returning test materials.
- Check the materials specified on the packing lists against materials received. Materials for each grade cluster are printed in specific colors.
- Compare ranges of security numbers on the range sheets, which are visible through the shrinkwrap, with those listed on the security checklists and packing lists.
- Check the quantities of materials received to ensure that there are sufficient materials for the students scheduled to take the tests.
- There is no school overage provided for customized test materials. Place an order for additional materials needed for new students.

School Test Coordinator's Section

- Once materials have been inventoried, notify the DTC if any secure materials are damaged, missing, or if the school needs additional materials.
 - **Damaged materials:**
Work with the DTC to determine whether to use test materials with rips, folds, creases, poor print quality, or other types of irregularities.
 - **Missing materials:**
 1. Mark all missing materials on the School Security Checklist.
 2. Inform the DTC; the DTC will notify the contractor.
 - **Additional materials:**
If you receive any additional materials from the DTC, record the type of documents and the security numbers of the secure materials received on the appropriate page.

Step 3 – Prepare for the Test

Identification of Answer Documents

- Make sure that all answer documents have the appropriate student identification information.
- All scorable answer documents must be identified by student name through one of the following ways:
 1. a precode label (correctly applied); or
 2. a single document label (correctly applied, with appropriate handcoding completed on the answer document cover).

Follow the instructions in **Appendix A** for applying the appropriate type of label (e.g., single document labels, home school single document labels) if you are testing a student who does not have a precode label on their answer document.
- Since test booklets and answer documents are secure, all labels must be applied by the STC or by trained personnel in sessions supervised by the STC. Personnel involved in the coding of answer documents (for preidentification purposes) are not permitted to examine test items or to read text within the test booklet.

Coding of Demographic Information on Answer Documents

Sessions supervised by the STC for the coding of student demographic information may be held no more than two weeks before testing.

School Test Coordinator's Section

During the Test Administration

Step 1 – Use Security Checklists

- On each day of testing, sign out only the secure materials needed for that day.

Step 2 – Maintain Test Security

- Ensure that all school personnel involved in the test administration adhere to the test security guidelines. Any breach of test security must be reported in accordance with the Test Security Legislation, State Board Regulations, and the directions indicated in this manual.
- Monitor the test administration by briefly visiting each testing room.
- Be available to answer questions that may arise.

Administration Using an Incorrect Test Booklet or Answer Document

It is a test security violation to administer an incorrect test to a student. Examples of this type of situation may include the following:

- a. student is administered an incorrect grade-level test booklet or answer document;
- b. student is administered an incorrect answer document (document with another student's name on it); and
- c. student is administered an incorrect test-area (test) test booklet.

Documentation Procedures

1. The TA must notify the STC as soon as possible regarding this error. The STC must notify the DTC and the DTC must notify the SCDE in writing.
2. The STC must locate the correct test booklet/answer document or assign the student a new test booklet from school or district overage. Use the School Security Checklist to sign test booklets "in" and "out."
3. The STC must place a Do Not Score label on the incorrect answer document(s).
4. If school or district overage is used, the STC must retrieve the test booklet/answer document belonging to the student and place a single document label on the answer document. Handcode the student's name and demographic information following the procedures in **Appendix A**.
5. If the error is caught near the beginning of the test administration, then the correct test can be substituted and completed on the same day.
6. Otherwise, administer the correct test within the testing window at the student's convenience. The TA must ensure that the student is given adequate time to complete the test.

Step 3 – Supervise Materials Return

- Immediately after testing each day, TAs must return and sign in all secure test materials. If secure materials were signed out to a TA but not returned, document this in the "Reason if Item is Not Returned" section at the end of the School Security Checklist with all details known.

School Test Coordinator's Section

Materials Return

Step 1 – Verify Labeling

- **Make sure that all scorable answer documents have an appropriate student label.** Appropriate labels include: a precode label or a single document label.
- **If answer documents are returned to the contractor without a precode or single document label, they will not be scored.** Rescores will be at the district's expense.
- Place a Do Not Score label on any **used answer document** that should not be scored.
- Do not open unused shrink-wrapped materials.

Step 2 – Verify Answer Document Coding

- Check and edit both sides of the front cover of each used answer document to verify that all information is complete and accurate.
- **Any editing to answer document covers must be completed in a supervised setting.**

Step 3 – Sign Security Checklists

- Use the School Security Checklist to indicate the materials that have been packaged for return. The STC and preferably one other person should initial the appropriate column on the School Security Checklist.

Step 4 – Return Materials

- Make sure you know the date you need to return the test materials to your DTC.
- Use original shipping boxes.
- Return school security checklists with secure materials.
- Return all secure ELDA materials. This includes customized test materials, scratch paper used for pre-writing, Speaking Scoring Guides, and listening and speaking CDs. Customized materials may be returned in the same boxes as regular test materials.
- Do not place home school materials in boxes; return them separately to the DTC.
- Keep all secure test materials in locked storage until they are returned to the DTC.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix a return shipping label on the side of each box. The return labels are school specific. Do not use labels assigned to another district or school.
- Keep all secure test materials in locked storage until they are returned to the DTC.

School Test Coordinator's Section

Do not return the following materials to the DTC:

1. *TAMs*. Retain several copies of the manuals after testing for reference purposes.
2. Unused student labels and shipping labels.
3. *ELDA Testing Irregularities* forms. (The STC should keep these forms on file.)
4. *Agreement to Maintain Test Security and Confidentiality* forms. (Send all forms to the DTC, but do not place the forms in the boxes being returned to the contractor.)

The STC should make arrangements for these materials to be stored or discarded. Should you need further assistance or have questions regarding the return of your materials, contact your DTC.

Alert Papers

Occasionally, student responses contain references to alarming or objectionable subject matter. Such references may include but are not limited to bullying, suicide, domestic violence, student mutilation, and parental abuse. As these responses are identified, the contractor sends the SCDE a copy of the offending content. The SCDE personnel will fax this information to the student's school, requesting that the school's guidance counselor take appropriate action.

Test Administrator's Section

Test Administrator Requirements

- Each TA should have a copy of the *TAM*. TAs are responsible for knowing and understanding all policies and procedures discussed in the *TAM*.
- It is the responsibility of the DTC and/or the STC to provide adequate training for all TAs.
- It is the DTC's responsibility to approve qualified TAs. TAs, however, must meet one of the following criteria:
 1. an employee of the district who is certified;
 2. an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
 3. a substitute teacher who is certified and employed by the district on an "as needed" basis;
 4. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified test administrator; or
 5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.
- During testing, a **trained** TA must be present at all times.
- Even if a test is administered in a location other than the school, the TA must meet the criteria specified, and must be approved by the DTC.
- TAs cannot administer tests to close relatives (e.g., children or grandchildren).

Before Test Administration

Step 1 – Attend Training and Sign Forms

- Schools should have policies and procedures in effect for students who are tardy, sick, or cause disturbances in the classroom. Know what these policies and procedures are before testing begins.
- Know the procedures to follow if a student cannot write due to an injury (e.g., sprain, broken bone). Testing for this student could be delayed or the student may use any of the response options listed under accommodations on **page C-3**.
- All TAs and monitors who will have access to ELDA secure test materials must sign one of the Test Security Agreement forms found in **Appendix B**. These forms may be photocopied, if needed. Those who sign the agreement are required to follow the procedures and ensure the security of the test materials at all times.

Test Administrator's Section

Step 2 – Prepare for Testing

- Help with the preidentification and labeling of answer documents if requested by your STC.
- Make sure your classroom does not have any academic materials displayed on the walls, desks, doors, or windows that may cue students during testing.
- Make sure your classroom is conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. It is not advisable to test students in a large group setting.
- Know which of your students use accommodations with testing.

Step 3 – Day of Testing

- On each day of testing, sign out the secure materials needed for that day from the STC. Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, the test booklets/answer documents should be placed in a secure, locked cabinet, closet, drawer, etc., or all test booklets/answer documents should be taken with the person.
- Make sure that each answer document is preidentified by student name through labeling. **Contact the STC if you have any answer documents that are not preidentified.**
- Make sure there are no systematic errors in the preprinted information on the label, such as inaccurate information contained on all labels for your class. Contact the STC immediately if you find any such errors.
- Check through the test booklets and answer documents to make sure there are no errors (missing pages or pages out of order) or damaged materials (e.g., those with rips, folds, creases, poor print quality). **Contact the STC if you find any errors or damaged test booklets or answer documents.**

During Test Administration

Step 1 – Inspect Classroom

- All books, papers, class materials, and personal belongings (including cell phones) must be put away.

Step 2 – Hand Out Materials

- Distribute test materials **when instructed to do so in the administration directions**. Distribute test materials directly to each student.
- Ensure that each student receives the correct test booklet and answer document for each testing session.

Test Administrator's Section

Step 3 – Follow Administration Directions

- Depending upon the test and grade level being administered, follow the appropriate administration directions given in the *TAM*.
- **Each student should hear all of the administration directions for each test.** Do not allow administration directions to be read over the public address system. Each test and grade level has specific directions that must be read, in their entirety, by the TA.
- Allow students to ask questions about directions and procedures. TAs should take extra care when reviewing or answering questions on the day of the test. **Do not discuss any test questions with students before, during, or after testing.**
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins. Inform students to notify you if they are not feeling well.
- The ELDA reading and writing tests are not timed; allow students sufficient time to finish. If students do not complete testing by their lunch period, students may be permitted to have a “silent lunch.” Test security must be maintained throughout the lunch period.
- Schedule silent breaks during testing as needed. Test booklets and answer documents must be closed during the break. Snacks are permissible, if desired.
- If you are testing students with IEPs or 504 plans, refer to the procedures in **Appendix C**.

After Test Administration

- Separate the **completed** answer documents from the answer documents for students who need to take the test at a later date within the testing window.
- If applicable, complete the *ELDA Testing Irregularities* form (located in **Appendix B**) to document any situations in which testing directions (policies and procedures) were not followed as specified in the *TAM*.
- Make sure that all required demographic information on the answer documents has been completed. See **Appendix A** for instructions on completing the demographic information.
- Return all materials to the STC. (Include scratch paper used for pre-writing.)
- Sign in secure materials on the School Security Checklist.

Administration Directions and Scripts for Grades 3–12

General Information

Assessment Room Preparation

- Arrive at the assessment room early to make sure that it is ready for the assessment session. Be sure that there is an area in the room where assessment materials not in use can be stored securely and away from students.
- In addition to this *TAM*, you will use the following testing materials over the course of administering all four ELDA tests:
 1. Listening Prompt CD
 2. Speaking Prompt CD
 3. *Speaking Scoring Guide*
- Students will use the following materials:
 1. One test booklet containing the reading and writing tests
 2. One test booklet containing the listening and speaking tests
 3. Student answer document

Assessment Schedule and Time Requirements

DTCs will determine the ELDA testing dates for the district. It is the responsibility of the STC to notify the TAs of the school test administration schedules.

To ensure that all students have sufficient time to complete the assessment, the ELDA is not a timed assessment. The Administration Directions section provides suggested times for administering each test. These times are provided as a guideline for administrators; however, students should be given as much uninterrupted time as necessary to ensure an accurate assessment. If a student has not completed the test by the time most others have finished and clearly is not attempting to finish, the school may use discretion to end the testing session.

There is no recommended sequence for administering the reading, writing, and listening tests. However, the speaking test should be last since speaking scores will be recorded on students' answer documents.

ELDA Test Administration Time Requirements (approximate)

Cluster	Reading	Writing	Listening	Speaking
3–5	45 min.	1 hr.	35 min.	20 min.
6–8	45 min.	1 hr.	45 min.	20 min.
9–12	45 min.	1 hr.	45 min.	20 min.

Administration Directions and Scripts for Grades 3–12

Breaks

It is up to the judgement of the TA to provide breaks for students during the administration of the assessment if needed. Short breaks between parts 1 and 2 of the writing assessment and between parts 3 and 4 of the listening assessment are recommended. The speaking assessment should take less than 30 minutes, so no break is recommended for this assessment. Before the assessment the TA should review the procedures for breaks with the students.

Follow the directions below if providing breaks:

- Before the test begins, indicate to students when the break will occur.
- Have a watch or a clock available to time the length of the break.
- No talking will be allowed during the break.
- Students should be encouraged to stand for a stretch break at their desks.
- No additional materials should be taken out during a break. Only the test booklet (closed and face down), answer document, and pencil should be on the desk.
- When the entire group has had a break, students will resume the assessment.

At any time during the assessment administration, a student may leave the room for a restroom break, but to ensure assessment security, only one student should leave the room at any one time.

The entire group may not use the restroom at the same time.

Monitor the room during the assessment. You may not answer students' questions while the assessment is in progress.

Scripted Directions

To ensure standardized administration conditions, this manual contains directions that you will read to the students. The scripts include specific directions for administering each assessment and instructions to be read aloud to students. Prior to the assessment sessions all test administrators should review the scripts. **The scripted directions that are in bold print must be read verbatim to students.**

Preparation for the Listening Assessment

Equipment

You will need a compact disc player to play the prompting recording for this assessment. The player must provide adequate clarity and volume so that all students in the administration can hear the prompting recording clearly.

Administration Directions and Scripts for Grades 3–12

Equipment Testing

It is critical that you test the compact disc player and the prompting recording before administering the listening assessment. Follow the list below to ensure that the prompting recording will be audible to all students.

- Make sure that the prompting recording is appropriate for the grade level being assessed.
- Place the compact disc player at a centrally located place in the room. Turn it on and listen to it from each student's seat. Are the prompts easily audible? If not, adjust the volume accordingly.
- If the compact disc player requires batteries, make sure that they will last the entire assessment session.

Practice for the Administration

You will feel more comfortable about administering the listening assessment if you practice running the compact disc player and reading through the scripted administration directions that you will read to students. The scripted directions begin on **page 43**. Be sure to read through them thoroughly. Before the administration, you should listen to the first two minutes of the prompting recording to familiarize yourself with the format.

Format of the Prompting Recordings

You will receive a listening assessment CD with your assessment materials. The listening assessment for grades 3–5 consists of 4 parts. The listening assessments for grades 6–8 and grades 9–12 consist of 5 parts.

The narrator will read the entire content of the test booklet. Students have 10 seconds to respond to each question after the narrator has read the last option. You will pause the prompting recording at the end of each part of the listening assessment. When all students are ready to proceed, you will restart the recording so the students hear the directions for the upcoming section. You will then stop the recording again to ask students if they have questions. When students are ready to proceed, you will restart the prompting recording and students will resume the assessment. We recommend providing a break to students after you pause the prompting recording at the end of part 3.

Assessment Materials

You will need the following for each student taking the listening assessment:

1. Student test booklet (and replacements in case of defective booklets)
2. Student answer document
3. Two No. 2 pencils with erasers

Administration Directions and Scripts for Grades 3–12

Interruptions in the Administration

- It is important that the assessment administration be smooth and free of interruptions. In the event of an interruption (such as a fire alarm or a CD player malfunction), follow the general guidelines below.

If the interruption is serious and affects all students, stop the administration for all students. Stop the prompting recording. After the interruption, restart the administration from the point where you stopped the prompting recording.

Preparation for the Speaking Assessment

Speaking Assessment Groups

Because you will be scoring students' oral responses in real time, the speaking assessment will be administered individually.

Speaking Assessment Equipment

You will need a compact disc player to play the prompting recording. The player must provide adequate clarity and volume so that all students can hear the speaking tasks clearly. Make sure that you test the sound quality of the prompting recording before the administration to identify an appropriate volume setting.

Practice for the Administration

You will feel more comfortable about administering the speaking assessment if you practice running the compact disc player and reading through the scripted administration directions that you will read to students. The scripted directions begin on **page 50**. Be sure to read through them thoroughly.

Before the administration, listen to the first two minutes of the prompting recording. In those two minutes, you will hear the administration of the practice task. You will discover that you will need to pause the prompting recording after the practice question, and restart the recording to begin the speaking assessment.

Interruptions in the Administration

- It is important that the test administration be smooth and free of interruptions. In the event of an interruption (such as a fire alarm or CD player malfunction), follow the general guidelines below.

Stop the prompting recording at the time of the interruption. After the interruption, restart the administration from the point where you stopped the prompting recording.

Administration Directions and Scripts for Grades 3–12

Reading

This section of the *TAM* contains directions for administering the ELDA Grades 3–12 reading assessment. **All scripted directions are in bold print and must be read verbatim.**

Make sure that all students are seated properly before administering the reading assessment. Each student should have two No. 2 pencils with erasers.

Follow the directions below as closely as possible. Scripted directions are in bold print and should be read to students verbatim at the beginning of the assessment session. If providing a break for students, it is recommended that this occur between parts 2 and 3 of the reading assessment.

The ELDA reading test is not a timed assessment. However, use your discretion as an administrator with regard to time allotted for students to complete the assessment. If you know ahead of time that some students are likely to take longer than the recommended time to complete the assessment, you should make arrangements to have them tested individually or in a small group with extended time.

ELDA Reading Script (All Grade Clusters)

SAY:

You are about to take the reading section of the ELDA. You may not talk during this test. I will now pass out the test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so.

Pause. Pass out the reading/writing test booklets and answer documents. Make sure the students receive the appropriate test booklet/answer document.

SAY:

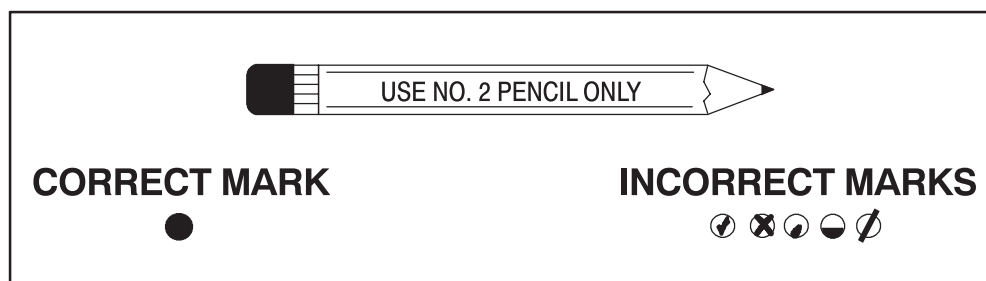
Does everyone have two number 2 pencils with erasers?

Pause. Distribute additional pencils if necessary. Make sure the students are appropriately seated and test materials and pencils have been distributed.

SAY:

You may now open your test booklets to page 3 of the reading test. This section tests how well you can read English. You will darken the circle for each answer on pages 3 and 4 in your answer document. Here is an example of how to correctly darken a circle:

(PAUSE)



Administration Directions and Scripts for Grades 3–12

SAY:

The reading test has three parts: Part 1, Short Passages; Part 2, Instructions; and Part 3, Longer Passages.

Each part contains passages followed by questions. The passages will get harder as you go through the test.

In part 1, you are instructed to read a passage with a word that is missing and then choose the best word or words to fill in the blank. You will darken the circle for each answer on page 3 in your answer document. Here is a sample question.

The teacher gave John a piece of _____ and asked him to write his answer on the board.

S1. Choose the best answer to fill in the blank.

- A. pen
- B. gum
- C. chalk
- D. paper

Pause while students select their answers for Sample Question 1.

Administration Directions and Scripts for Grades 3–12

SAY:

The correct answer is C because John wrote on the board with a piece of chalk.

In part 2, you are directed to read instructions for a specific task. Then you must answer a question about the instructions, as in sample question S2. You will darken the circle for each answer on page 3 of your answer document. Here is a sample question.

Read the following sign at the entrance to a school's computer lab:

Getting Started at the Computer Lab

To use the computer lab, you must first set up an account. Follow these steps:

- Request an application from the lab assistant.
- Complete your application and give it to the lab assistant.
- In 2–3 school days, you will receive the account information you need to use any of the school's computers.

S2. What does a student have to do to use the school's computers?

- A. get an account
- B. take a computer class
- C. pay a small fee
- D. ask a teacher

Pause while students select their answers for Sample Question 2.

Admin Directions

Administration Directions and Scripts for Grades 3–12

SAY:

The correct answer is A because a student needs an account to use the school's computers.

In part 3, you are instructed to read a passage and find information. Then you must answer questions, as in sample question S3. You will darken the circle for each answer on page 4 of your answer document. Here is a sample question. Read the passage and answer question S3.

Mary and her friends Petra and David went to the mall yesterday to buy a birthday present for Petra's baby sister. They bought her a lovely toy bear.

S3. Why did Mary and her friends go to the mall?

- A. to see Petra's sister
- B. to get some new shoes
- C. to have lunch
- D. to buy a gift

Pause while students select their answers for Sample Question 3.

SAY:

The correct answer is D because the passage says that Mary and her friends went to buy a present at the mall.

(PAUSE)

SAY:

Remember: Read the passage once. Then read the question carefully. Read the passage again if necessary before you choose your answer.

(PAUSE)

SAY:

In a moment, you will begin taking the reading assessment. You will have as much time as you need to complete this test. You will mark your answers on pages 3 and 4 in your answer document. When you come to the stop sign after question 35, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for the reading test. Do not look ahead to the writing test. If you need a break during the test, close your test booklet and raise your hand.

Do you have any questions?

Pause to answer any procedural questions.

SAY:

You may now begin the assessment.

Administration Directions and Scripts for Grades 3–12

Writing

This section of the *TAM* contains directions for administering the ELDA writing assessment. **All scripted directions are in bold print and must be read verbatim.**

Make sure that all students are seated properly before administering the writing assessment. Each student should have two No. 2 pencils with erasers and scratch paper for pre-writing.

Scratch paper is allowed for pre-writing. **All scratch paper must be collected and returned to the contractor with secure test materials.**

Follow the directions below as closely as possible. Scripted directions are in bold print and should be read to students verbatim at the beginning of the assessment session. If providing a break to students, it is recommended that this occur between parts 1 and 2 of the writing assessment.

There is a stop sign following the last question in part 1 of the writing assessment. Before test administration begins, decide if you will provide a break for students, and instruct them accordingly. If providing a break between parts 1 and 2 of the assessment, instruct students to close their test booklets when they come to the stop sign after part 1.

The ELDA writing test is not a timed assessment. The suggested administration times are for planning purposes and may prove helpful in schools with large numbers of students to test. However, use your discretion as an administrator with regard to time allotted for students to complete the assessment.

If you notice that **all** students have finished before the suggested time, you may wish to have them start the next section earlier. Likewise, if most students have not finished in the suggested time, you may wish to extend their testing time. If you know ahead of time that some students are likely to take longer than the recommended time to complete the assessment, you should make arrangements to have them tested individually or in a small group with extended time.

ELDA Writing Script

SAY:

You are about to take the writing section of the ELDA. You may not talk during this test. I will now pass out the test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so.

Pause. Pass out the reading/writing test booklets and answer documents.

SAY:

Does everyone have two number 2 pencils with erasers? Does everyone have scratch paper for pre-writing?

Pause. Distribute additional pencils and/or scratch paper if necessary. Make sure students are appropriately seated and test materials and pencils have been distributed.

Administration Directions and Scripts for Grades 3–12

SAY:

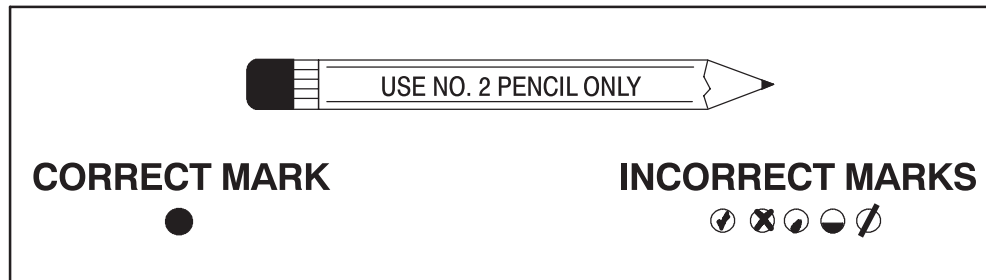
Grades 3–5: Please open your test booklet to page 35.

Grades 6–8: Please open your test booklet to page 31.

Grades 9–12: Please open your test booklet to page 35.

This section tests how well you can write in English. You will darken the circles in your answer document for some questions; for others, you will write a response to a prompt. Here is an example of how to correctly darken a circle:

(PAUSE)



Writing Part I (Read this script for all grade clusters)

SAY:

Part 1 tests how well you write in English in response to prompts. Read each prompt carefully. Then write in the space provided in your answer document for each prompt. Write as much as you can. Your responses will be scored on how well you do the following:

- write about the prompt
- include details in your answer
- make sure your response makes sense
- use the English language correctly

(PAUSE)

SAY:

Here is a sample prompt:

S1. What do you like to do on Saturdays?

Write at least three sentences about one thing you like to do on Saturdays.

Here is a sample answer:

Administration Directions and Scripts for Grades 3–12

EXAMPLE FOR GRADES 3–5 ONLY:

SAY:

I love to read books on Saturdays. My favorite kind of book is a mystery book. Sometimes I read three books in one day!

EXAMPLE FOR GRADES 6–8 ONLY:

SAY:

On Saturdays my grandmother always comes over and together we cook a big meal for the family. She is teaching me how to make traditional Swedish foods, like meatballs and cookies. I love cooking with my grandmother.

EXAMPLE FOR GRADES 9–12 ONLY:

SAY:

On Saturdays I like to go running. I am going to try out for the track team next year, so I'm training. Each Saturday I see how long it takes me to run to the gas station and back. I'm getting faster and faster. I hope I make the team!

(PAUSE)

SAY:

Now that you have heard the sample answer, think about these questions:

Does the response answer the question?

Does the answer include details?

Does the answer make sense?

Pause while students consider these questions.

SAY:

Do you have any questions?

Pause to answer students' questions.

Administration Directions and Scripts for Grades 3–12

Script for Grades 3–5 and 6–8 – Writing Part I

SAY:

In a moment, you will begin taking Part 1 of the writing test. The question will tell you which page to write on in your answer document. You will have plenty of time to complete Part 1. When you come to the stop sign after question 4, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 1. Do not look ahead to Parts 2 or 3.

Do you have any questions?

Pause to answer procedural questions.

SAY:

You may now turn the page and begin the assessment.

Script for Grades 9–12 – Writing Part I

SAY:

In a moment, you will begin taking Part 1 of the writing test. The question will tell you which page to write on in your answer document. You will have plenty of time to complete Part 1. When you come to the stop sign after question 5, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 1. Do not look ahead to Parts 2 or 3.

Do you have any questions?

Pause to answer procedural questions.

SAY:

You may now turn the page and begin the assessment.

Pause. After about 30 minutes (and a break, if applicable), read the script below before allowing students to begin Parts 2 and 3.

SAY:

Grades 3–5: **Please open your test booklet to page 39 of the writing test.**

Grades 6–8: **Please open your test booklet to page 35 of the writing test.**

Grades 9–12: **Please open your test booklet to page 39 of the writing test.**

Administration Directions and Scripts for Grades 3–12

Writing Part II (Read this script for all grade clusters)

SAY:

For questions in Part 2, you will read examples of student writing. Read these passages very carefully. Then read the questions and choose the best answer.

Be sure to look back at the passages to help you answer the test questions. Sometimes, an answer choice may seem correct by itself, but if you read the whole passage, you will see that it is not. Be sure to read and pay attention to the whole passage before you answer the test questions. You will darken the circle for each answer in your answer document.

Here is sample S2:

Read this passage and answer question S2. Choose D if no change is needed.

S2. My sister is my best friend. She plays with me and made me laugh.

Choose the best answer to replace made.

- A. makes
- B. making
- C. make
- D. No change is needed.

Pause while students answer the practice question.

SAY:

The correct answer is A. So you should have chosen answer A. Please turn to the next page.

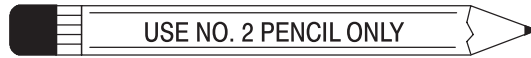
Writing Part III (Read this script for all grade clusters)

SAY:

For questions in Part 3, you will look at a graphic organizer a student made to help plan their writing. Look carefully at the graphic organizer. Then read the questions. Look at the four answer choices and choose the best one. You may look back at the graphic organizer if you need to. You will darken the circle for each answer in your answer document. Here is an example of how to correctly darken a circle:

(PAUSE)

Administration Directions and Scripts for Grades 3–12



CORRECT MARK



INCORRECT MARKS



SAY:

In a moment, you will take Parts 2 and 3 of the writing test. You will have plenty of time to complete the rest of the writing test. When you come to the end of the test, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 2 and 3.

Do you have any questions?

Pause to answer any procedural questions.

SAY:

You may now turn the page and begin taking parts 2 and 3 of the assessment.

Administration Directions and Scripts for Grades 3–12

Listening

This section of the *TAM* contains directions for administering the ELDA listening assessment. The directions include information on preparing for the administration and a script and guidelines for teachers to follow when they administer the assessment. **All scripted directions are in bold and must be read verbatim.**

Make sure that all students are seated appropriately before administering the listening assessment. Each student should have two No. 2 pencils with erasers.

Follow the directions below as closely as possible. Scripted directions in bold should be read to the students verbatim during the assessment session.

Read the script below before playing the prompting recording. You will pause the prompting recording at the end of each part of the listening assessment. Breaks can be provided at this time (a break between Parts 3 and 4 is recommended). You will then restart the prompting recording to play the instructions for the next part of the test.

Administration Script

SAY:

You are about to take the listening section of the ELDA assessment. This section tests how well you listen and understand in English. You may not talk during this test. I will now pass out the test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so.

Pause. Pass out the listening/speaking test booklets and answer documents.

SAY:

Does everyone have two number 2 pencils with erasers?

Pause. Distribute additional pencils if necessary. Make sure students are appropriately seated and test materials and pencils have been distributed.

SAY:

In a few moments, you will listen to a recording. The recording will tell you everything you need for the listening test. I will stop the recording at the end of each part of the test. If you have any questions about this test, please ask me now.

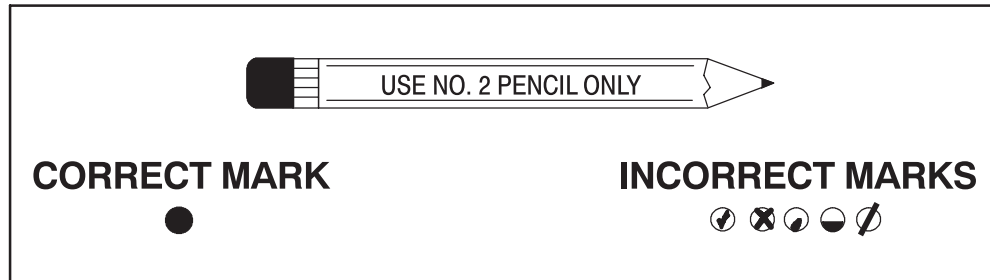
Pause to answer questions.

SAY:

Open your test booklets to page 3. On the recording you will hear stories and questions. You will hear each question once. You will answer the questions by darkening the circles on your answer document. Here is an example of how to correctly darken a circle:

(PAUSE)

Administration Directions and Scripts for Grades 3–12



SAY:

I will now play the recording, which will begin with a practice question. After that, the test will begin.

Play CD. Be sure that all students have opened their booklets to the first page of the listening test.
[See scripts below for procedures during administration.]

Script and Procedures for Grades 3–5

Pause the prompting recording after students have had about 10 seconds to respond to question 5. Be sure that all students are ready to proceed with the next part.

SAY:

I will now play the instructions for Part 2 of the listening test.

Pause. Play CD.

After you hear the sentence, "Do you have any questions?" pause the prompting recording once again.

SAY:

Do you have any questions?

Pause to answer procedural questions.

Pause. Play CD.

Pause the prompting recording after students have had about 10 seconds to respond to question 9. Be sure that all students are ready to proceed with the next part.

SAY:

I will now play the instructions for Part 3 of the listening test.

Pause. Play CD.

After you hear the sentence, "Do you have any questions?" pause the prompting recording once again.

SAY:

Do you have any questions?

Pause to answer procedural questions.

Administration Directions and Scripts for Grades 3–12

Pause. Play CD.

Pause the prompting recording after students have had about 10 seconds to respond to question 25.

Be sure that all students are ready to proceed with Part 4.

SAY:

I will now play the instructions for Part 4 of the listening test.

Pause. Play CD.

After you hear the sentence, “Do you have any questions?” pause the prompting recording once again.

SAY:

Do you have any questions?

Pause to answer procedural questions.

SAY:

You may now turn the page and wait for Part 4 of the listening test to begin.

Pause. Play CD.

When you hear the closing, stop the prompting recording. Be sure that you have collected all student test booklets and answer documents before dismissing students.

Administration Directions and Scripts for Grades 3–12

Script and Procedures for Grades 6–8

Pause the prompting recording after students have had about 10 seconds to respond to question 5. Be sure that all students are ready to proceed with the next part.

SAY: I will now play the instructions for Part 2 of the listening test.

Pause. Play CD.

After you hear the sentence, “Do you have any questions?” pause the prompting recording once again.

SAY: Do you have any questions?

Pause to answer procedural questions.

SAY: You may now turn the page and wait for Part 2 of the listening test to begin.

Pause. Play CD.

Pause the prompting recording after students have had about 10 seconds to respond to question 7. Be sure that all students are ready to proceed with the next part.

SAY: I will now play the instructions for Part 3 of the listening test.

Pause. Play CD.

After you hear the sentence, “Do you have any questions?” pause the prompting recording once again.

SAY: Do you have any questions?

Pause to answer procedural questions.

SAY: You may now turn the page and wait for Part 3 of the listening test to begin.

Pause. Play CD.

Pause the prompting recording after students have had about 10 seconds to respond to question 15. Be sure that all students are ready to proceed with Part 4.

SAY: I will now play the instructions for Part 4 of the listening test.

Pause. Play CD.

Administration Directions and Scripts for Grades 3–12

After you hear the sentence, “Do you have any questions?” pause the prompting recording once again.

SAY: Do you have any questions?

Pause to answer procedural questions.

SAY: You may now turn the page and wait for Part 4 of the listening test to begin.

Pause. Play CD.

Pause the prompting recording after students have had about 10 seconds to respond to question 19. Be sure that all students are ready to proceed with the next part.

SAY: I will now play the instructions for Part 5 of the listening test.

Pause. Play CD.

After you hear the sentence, “Do you have any questions” pause the prompting recording once again.

SAY: Do you have any questions?

Pause to answer procedural questions.

SAY: You may now turn the page and wait for Part 5 of the listening test to begin.

When you hear the closing, stop the prompting recording. Be sure that you have collected all student test booklets and answer documents before dismissing students.

Administration Directions and Scripts for Grades 3–12

Script and Procedures for Grades 9–12

Pause the prompting recording after students have had about 10 seconds to respond to question 5. Be sure that all students are ready to proceed with the next part.

SAY: I will now play the instructions for Part 2 of the listening test.

Pause. Play CD.

After you hear the sentence, “Do you have any questions?” pause the prompting recording once again.

SAY: Do you have any questions?

Pause to answer procedural questions.

SAY: You may now turn the page and wait for Part 2 of the listening test to begin.

Pause. Play CD.

Pause the prompting recording after students have had about 10 seconds to respond to question 7. Be sure that all students are ready to proceed with the next part.

SAY: I will now play the instructions for Part 3 of the listening test.

Pause. Play CD.

After you hear the sentence, “Do you have any questions?” pause the prompting recording once again.

SAY: Do you have any questions?

Pause to answer procedural questions.

SAY: You may now turn the page and wait for Part 3 of the listening test to begin.

Pause. Play CD.

Pause the prompting recording after students have had about 10 seconds to respond to question 13. Be sure that all students are ready to proceed with Part 4.

SAY: I will now play the instructions for Part 4 of the listening test.

Pause. Play CD.

Administration Directions and Scripts for Grades 3–12

After you hear the sentence, “Do you have any questions?” pause the prompting recording once again.

SAY: Do you have any questions?

Pause to answer procedural questions.

SAY: You may now turn the page and wait for Part 4 of the listening test to begin.

Pause. Play CD.

Pause the prompting recording after students have had about 10 seconds to respond to question 19. Be sure that all students are ready to proceed with the next part.

SAY: I will now play the instructions for Part 5 of the listening test.

Pause. Play CD.

After you hear the sentence, “Do you have any questions?” pause the prompting recording once again.

SAY: Do you have any questions?

Pause to answer procedural questions.

SAY: You may now turn the page and wait for Part 5 of the listening test to begin.

When you hear the closing (“If you marked your answers in the wrong place, raise your hand.”), stop the prompting recording. Be sure that you have collected all student test booklets and answer documents before dismissing students.

Administration Directions and Scripts for Grades 3–12

Speaking

Students will respond to recorded speaking prompts. The TA will play the prompting recording and score students' spoken responses in real time. Specific scripted directions to be read to students are located on the next page of this manual. Scoring guidelines are located in the *Speaking Scoring Guide* included with the administration materials. Review the scoring guidelines carefully before administering the assessment.

This section of the *TAM* contains directions for administering the ELDA speaking assessment. The directions include information on preparing for the administration and a script and guidelines for teachers to follow when they administer the assessment. **All scripted directions are in bold and must be read verbatim.** The TA **must** use the appropriate grade cluster CD to administer the speaking test.

Follow the directions as closely as possible. The scripted instructions in bold must be read verbatim during the administration of the speaking section. To assist in the administration, the script is organized into the five stages of the administration:

1. Introduction
2. Directions on How to Answer
3. Activate the Prompting Recording
4. Complete the Final Preparations
5. Begin the Assessment

Administration Directions and Scripts for Grades 3–12

1. Introduction

SAY:

Hello. Welcome to the ELDA speaking test. This section tests how well you can speak in English.

We will use this assessment to learn about your skills in speaking English in school.

Please do your best to answer all the questions, using your best English.

In a few moments, you will listen to 12 questions about some school topics. You will answer the questions in English.

I will listen and grade your answers. Do not worry if some of the questions are difficult. Only I will hear your responses.

Give the student a listening/speaking test booklet appropriate for his or her grade level.

2. Directions on How to Answer

SAY:

In a moment I will play a recording of questions that you will answer in English.

Please take your time and think about your answers.

When you answer, speak clearly.

The information in the question will tell you how long your answer should be. If you cannot answer the whole question, you should try to answer as much as possible.

After you hear a question, you will hear three beeps:

After the first beep, begin speaking.

The second beep tells you that there are only a few seconds left.

When you hear the third beep, stop speaking and get ready to listen to the next question.

Do you have any questions?

Pause and wait for responses from students and answer any questions.

Administration Directions and Scripts for Grades 3–12

3. Activate the Prompting Recording

SAY:

You will now answer a practice question. You will hear the question twice. Listen carefully and answer the question as best you can.

Pause. Now turn on the prompting recording. A voice on the recording will greet the students and administer practice question number 1. A beep will signal students that they can begin speaking. The second beep will signal that there are only a few seconds left. A third beep will signal the student to stop speaking and get ready for the next question.

Listen to the students as they respond to practice question 1 to be sure they are responding in English. If they are not, remind them to respond in English as best they can.

Pause the prompting recording after students have completed their responses to the practice question. The third beep will indicate that the response time has ended.

SAY:

You just heard and responded to the practice question. Do you have any questions?

Pause and wait for responses and answer any questions.

4. Complete the Final Preparations

The narrator will tell the student to open the booklet and give the appropriate page number.

SAY:

We are now ready to start the assessment. Please note that the tasks have pictures with them.

The pictures will help you answer the questions. The pictures are numbered. The person speaking on the recording will tell you which pictures to look at for each question.

Once we begin, I will not be able to answer questions or stop the recording.

Do you have any final questions?

Pause and wait for a response.

5. Begin the Assessment

Turn on the prompting recording and prepare to score the students' responses. You will record the students' speaking scores on page 12 or 16 of their answer documents. See the *Speaking Scoring Guide* for further information.

Turn off the prompting recording after you hear the following statement:

"This is the end of the speaking test."


Place the student's answer document and testing booklet with the other testing materials. The prompting recording must be returned with all other assessment materials after test administration is complete.

Appendix A

Answer Document Labeling and Coding

Precode Labels

- Precode labels are printed based on the PowerSchool precode information submitted to the SCDE in January.
- The DTC should contact the district's data manager and then the contractor if there are any systemic or gross errors on the precode labels (e.g., all printed labels in a school contain inaccurate information).
- The following is an example of the information printed on ELDA precode labels.

^ ALIGN TOP OF LABEL ^		
SPRING 2011 ELDA – PRECODE LABEL		
Student: Wilson, Susan R	Gender: F	
PS#: 123456789012	DOB: 10/16/97	
State ID: 1234567890	Grade: 09	
School: Middleville High	BEDS: 0001001	
District: Middleville		
		
P520130	200000001	2

- Precode labels, as shown above, contain the student's name, grade, gender, date of birth, student PowerSchool number, student state ID, school, and district name. There is also a contractor barcode and ID number.
- If precode labels are transferred to another school, the score results will be reported to the original school unless the receiving school places single document labels on the answer documents.

Students without Precode Labels

All answer documents must have a label applied before students use them. STCs must ensure that student information is completed on all student answer documents in a secure manner. TAs should also place a single document label (shipped with the test materials) in the box in the lower left-hand corner of each student's answer document.

All applicable demographic information must be completed for each student. If a particular field is not applicable to a student, leave that field blank.

If a student moves to a new school during testing, the student's original answer document should be sent to the new school. Once the new school receives the document, they should apply a single document label. Using test booklets from overage, the student should begin the assessment where they left off and complete the assessment. This will ensure that the student's scores are reported at their new school.

Appendix A


Answer Document Labeling and Coding

Single Document Labels

- Single document labels must be applied to the answer document for students whose information was not submitted through precode in January or for students whose precode information is incorrect.

SPRING 2011 ELDA

Single-Document Label
0101 Middleville
001 Middleville High



L520130 00000001 9


Home School Single Document Labels

Home school single document labels will be included in the materials sent to the DTC. These labels must be applied to the answer documents used by home school students.

The home school single document labels are similar to the other single document labels except “Home School” is preprinted on the school name line.

SPRING 2011 ELDA

Home School Single-Document Label
0101 Middleville
000 Home School



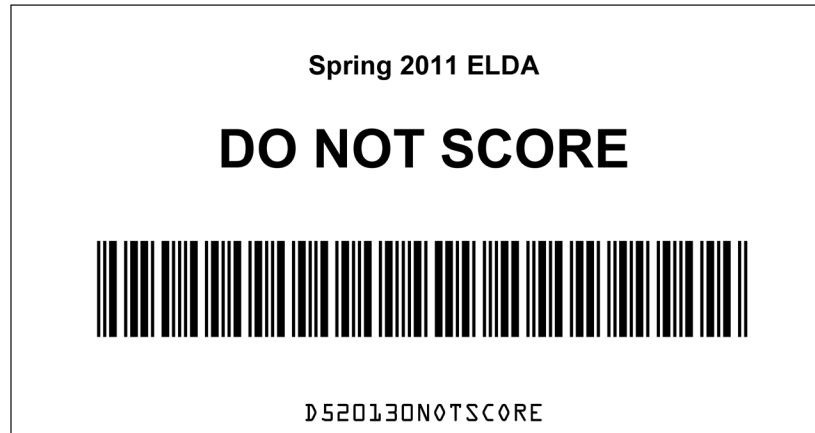
L520130 00000001 9

Appendix A

Answer Document Labeling and Coding

Do Not Score Labels

A Do Not Score label must be applied to any used or mislabeled answer documents that the contractor should not score. Unused overage answer documents do not require a label.



Coding ELDA Answer Documents with Precode Labels

Completing sections A–D on the answer documents is **optional**. Please note, however, that the proper label must be applied in the space provided on the front of the answer document.

- A. Student's Name
- B. Test Administrator's Name
- C. School Name
- D. District Name

The **TA** must complete the following section **after testing** (if applicable):

- Q. IEP/504 Accommodation(s)

Appendix A

Answer Document Labeling and Coding

Coding ELDA Answer Documents with Single-Document Labels

Completing sections A–D on the answer document is **optional**. Please note, however, that the correct label must be applied in the space provided on the front of the answer document.

- A. Student's Name
- B. Test Administrator's Name
- C. School Name
- D. District Name

The **TA** must code the following sections on each student's answer document **before testing**:

- E. Date of Birth
- F. Gender
- G. Grade
- H. Race
- I. Hispanic or Latino
- J. Student's Name
- K. Student State ID
- L. PowerSchool Number
- M. First or Native Language
- N. School Lunch Status
- O. Migrant
- P. IEP
- R. 504 Plan
- S. Date of Entry into U.S. Schools
- T. ESOL Instructional Model
- U. Time Student Enrolled in English Instruction
- V. IEP Special Request Code

The **TA** must complete the following section **after testing** (if applicable):

- Q. IEP/504 Accommodation(s)

Appendix A

Answer Document Labeling and Coding

Coding the Demographic Section on ELDA Answer Documents

Section A (Student's Name), Section B (Test Administrator's Name), Section C (School Name), Section D (District Name): Completion of these sections is optional.

The following sections (E–U) must be completed for all students who were not included in precode. Section Q must be completed for all students as applicable.

Section E (Date of Birth): The test administrator must fill in the boxes and darken the corresponding circles on the answer document before testing. Dates before 10 should be entered as a two-digit number, e.g., 08.

Section F (Gender): The test administrator must darken the appropriate circle on the answer document before testing.

Section G (Grade): The test administrator must darken the appropriate grade circle on the answer document before testing.

Section H (Race): The test administrator must darken the appropriate circle on the answer document. Mark all that apply. Descriptions of the race/ethnicity codes are provided below.

Section I (Hispanic or Latino): If this section applies to the student, then darken the bubble. Description of this section is provided below.

RACE/ETHNICITY CODE DESCRIPTIONS		
American Indian/ Alaska Native	=	The student has origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
Asian	=	The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black/African American	=	The student has origins in any of the Black racial groups of Africa (not of Hispanic origin).
Native Hawaiian/ Other Pacific Islander	=	The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White	=	The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).
Hispanic or Latino	=	The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture of origin—regardless of race.

Section J (Student's Name): The test administrator must print the student's name in the row of boxes above the grid, last name first, and darken the corresponding circle. For each box left blank, the corresponding circle should be darkened.

Section K (Student State ID): The test administrator must print the student's state ID number in the boxes and darken the appropriate circles before testing.

Appendix A

Answer Document Labeling and Coding

Section L (PowerSchool Number): The test administrator must print the student's PowerSchool number in the boxes and darken the appropriate circles before testing. If a student has a 5-digit ID, begin coding on the left of the grid, leaving leftover boxes blank.

Section M (First or Native Language): The test administrator must darken the appropriate circle before testing. If this box is left blank, the field will be reported as blank.

Section N (School Lunch Status): Before the assessment begins, the test administrator must code this section on answer documents with single document labels only. All personnel involved in testing should be aware that this is confidential information. If this box is left blank, the field will be reported as blank.

Section O (Migrant): If this section applies to the student, then darken the bubble.

Section P (IEP): The test administrator should darken **one** circle only. If there is more than one exceptionality, the circle for the **primary** disabling condition should be darkened. Only the exceptionality listed on the Program/Services page of the student's Individualized Education Program (IEP) is acceptable.

Section Q (IEP/504 Accommodation[s]): **If applicable, this section is to be coded after testing is completed.** The test administrator must indicate any accommodations that were used in testing. **More than one circle may be darkened.** Accommodations may be used as needed by any special education student, regardless of the special education exceptionality. Test accommodations should not be different from or in addition to the accommodations provided in classroom instruction and assessment as indicated on the IEP.

Section R (504 Plan): The test administrator must complete section R for **all** students.

Section S (Date of Entry into U.S. Schools): The test administrator must indicate the date student entered school in the United States.

Section T (ESOL Instructional Model): The test administrator must indicate the type of ESOL Instructional Model in which the student is enrolled.

Section U (Time Student Enrolled in English Instruction): The test administrator must indicate the length of time student has participated in English Instruction.

Section V (IEP Special Request Code): If applicable, grid the number given to you by Suzanne Swaffield of the Special Education Unit at SCDE for any special requests for accommodations that have been approved by SCDE. See **Appendix C** for further information.

Appendix B Forms

In this appendix, you will find a sample of the following forms:

- Answer Document Pages 1 and 2
- Agreement to Maintain Test Security and Confidentiality
(for District Test Coordinators and School Test Coordinators)
- Agreement to Maintain Test Security and Confidentiality
(for Test Administrators)
- Agreement to Maintain Test Security and Confidentiality
(for Testing Monitors)
- ELDA “Do Not Disturb Sign”
- Security Checklist Sample
- ELDA Irregularities Form


Appendix B Forms

A Student's Name _____

B Test Administrator's Name _____

C School Name _____

D District Name _____



Spring 2011
Grade Cluster 3 – 5
Reading/Writing/Listening/Speaking

E DATE OF BIRTH

Month	Day	Year
JAN	<input type="radio"/>	<input type="radio"/>
FEB	<input type="radio"/>	<input type="radio"/>
MAR	<input type="radio"/>	<input type="radio"/>
APR	<input type="radio"/>	<input type="radio"/>
MAY	<input type="radio"/>	<input type="radio"/>
JUN	<input type="radio"/>	<input type="radio"/>
JUL	<input type="radio"/>	<input type="radio"/>
AUG	<input type="radio"/>	<input type="radio"/>
SEPT	<input type="radio"/>	<input type="radio"/>
OCT	<input type="radio"/>	<input type="radio"/>
NOV	<input type="radio"/>	<input type="radio"/>
DEC	<input type="radio"/>	<input type="radio"/>

F GENDER

☐ Male

☐ Female

G GRADE

☐ 3

☐ 4

☐ 5

H RACE
(Mark all that apply.)

☐ American Indian/Alaska Native

☐ Asian

☐ Black/African American

☐ Native Hawaiian/Other Pacific Islander

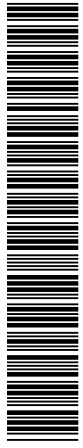
☐ White

I HISPANIC OR LATINO

☐ Yes

ALIGN TOP OF LABEL HERE

ATTENTION:
Apply label here if test booklet is to be scored.



U520130BLANK---

If any information in this box is incorrect, notify the School Test Coordinator.

J PRINT STUDENT'S NAME IN THE BOXES.

LAST NAME										FIRST NAME										MI
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B			
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C			
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D			
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E			
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F			
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G			
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H			
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J			
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K			
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L			
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M			
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N			
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O			
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q			
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R			
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S			
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T			
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U			
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V			
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W			
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z			

K STUDENT STATE ID

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

L POWERSCHOOL NUMBER

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

520130-12325010016

PAGE 1

SERIAL#

Appendix B Forms

**M FIRST OR
NATIVE
LANGUAGE**

- ☐ Arabic
☐ Cambodian
☐ Cantonese
☐ French
☐ Gujarati
☐ German
☐ Hmong
☐ Hindi
☐ Japanese
☐ Korean
☐ Mandarin
☐ Portuguese
☐ Russian
☐ Spanish
☐ Tagalog
☐ Vietnamese
☐ Other

- N M**
☐ F
☐ R

- O MIGRANT**
☐ Yes

- P IEP**
☐ AU ☐ HH ☐ PMD
☐ DB ☐ LD ☐ SP
☐ DD ☐ MD ☐ TBI
☐ EH ☐ OHI ☐ TM
☐ EM ☐ OH ☐ VH

Q IEP/504 ACCOMMODATION(S)
(More than one may be used.)

- ☐ Braille
☐ Large Print
☐ Answers Recorded
☐ Assistive Technology
☐ Extended Time
☐ Communication Assistance
*(Exception: Reading Test **cannot** be signed or cued.)*
☐ Transferred Answers
☐ Individual/Small Group Administration
☐ Oral Administration
(Writing test only.)
☐ Other

R 504 PLAN

- ☐ Yes

**S DATE OF
ENTRY INTO
U.S. SCHOOLS**

Month	Year
JAN <input type="radio"/>	<input type="radio"/> 1 <input type="radio"/> 9 <input type="radio"/> 0 <input type="radio"/> 0
FEB <input type="radio"/>	<input type="radio"/> 2 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1
MAR <input type="radio"/>	<input type="radio"/> 2 <input type="radio"/> 2
APR <input type="radio"/>	<input type="radio"/> 3 <input type="radio"/> 3
MAY <input type="radio"/>	<input type="radio"/> 4 <input type="radio"/> 4
JUN <input type="radio"/>	<input type="radio"/> 5 <input type="radio"/> 5
JUL <input type="radio"/>	<input type="radio"/> 6 <input type="radio"/> 6
AUG <input type="radio"/>	<input type="radio"/> 7 <input type="radio"/> 7
SEPT <input type="radio"/>	<input type="radio"/> 8 <input type="radio"/> 8
OCT <input type="radio"/>	<input type="radio"/> 9 <input type="radio"/> 9
NOV <input type="radio"/>	
DEC <input type="radio"/>	

- ☐ Unable to locate information

**T TYPE OF ESOL
INSTRUCTIONAL MODEL**
(Mark all that apply.)

- ☐ ESL Pull-Out Class
☐ ESL Class Period
☐ ESL Push-In
☐ ESL Newcomer Program
☐ Sheltered Content-Based Program
☐ Structured Immersion
☐ Mainstream With Accommodation
☐ Mainstream Without Accommodation
☐ Monitored

**U TIME STUDENT ENROLLED IN
ENGLISH INSTRUCTION**

- ☐ Less than 1 year
☐ At least 1 year, but less than 2 years
☐ At least 2 years, but less than 3 years
☐ At least 3 years, but less than 4 years
☐ At least 4 years, but less than 5 years
☐ At least 5 years, but less than 6 years
☐ At least 6 years, but less than 7 years
☐ At least 7 years, but less than 8 years
☐ At least 8 years, but less than 9 years
☐ At least 9 years, but less than 10 years
☐ At least 10 years, but less than 11 years
☐ At least 11 years, but less than 12 years
☐ At least 12 years, but less than 13 years
☐ 13 or more years

**V IEP
SPECIAL
REQUEST CODE**

<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3

No LEP accommodations
are permitted on this
assessment.

SECURE MATERIALS. MAY NOT BE DUPLICATED.

520130-12325010024

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SERIAL#

Appendix B Forms



Office of Assessment

Agreement to Maintain Test Security and Confidentiality for District Test Coordinators and School Test Coordinators

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Assessment of State Standards, (PASS), Performance Assessments for the Selection of Gifted and Talented Students (Project STAR) or South Carolina Alternate Assessment (SC-Alt).

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel prior to the testing window so that they can become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

As a DTC, I acknowledge that I have distributed TAMs to the STCs prior to the testing window and instructed each STC to read all sections of the TAM.

As a STC, I acknowledge that I have distributed TAMs to the Testing Administrators (TAs) and the monitors prior to the testing window and instructed each person involved with testing to read the TAM.

DTCs must review test security policies and procedures with the STCs and instruct them to read all appropriate materials and documents provided to them. As a DTC, I acknowledge that I have provided appropriate training for all STCs that included a discussion of test security policies/procedures and test administration procedures as outlined in the TAM.

STCs must review test security policies and procedures with all TAs, monitors, and any other personnel in the school who will be handling test materials. As a STC, I acknowledge that I have provided appropriate training for all individuals involved in administering or monitoring the test and/or handling test materials. I further acknowledge that the training provided to the individuals included a discussion of test security policies and test administration procedures as outlined in the TAM.

Appendix B Forms

I acknowledge that it is my responsibility, as a DTC or STC, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I have read the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a DTC or STC, to follow all of the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all secure test materials (including, but not limited to, test booklets, answer documents, oral scripts, CD ROMs, signed administration scripts or videos) to the DTC or to the contractor, as appropriate.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date

Appendix B Forms



South Carolina
Department of Education

Together, we can.

Office of Assessment **Agreement to Maintain Test Security and Confidentiality** **for Test Administrators**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Assessment of State Standards, (PASS), Performance Assessments for the Selection of Gifted and Talented Students (Project STAR) or South Carolina Alternate Assessment (SC-Alt).

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel prior to the testing window so that they can become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

I acknowledge that I have the responsibility to read all parts of the TAM prior to the testing window.

STCs must review test security policies and procedures with all TAs, monitors, and any other personnel in the school who will be handling test materials.

I acknowledge that I have received appropriate training for all individuals involved in administering or monitoring the test and/or handling test materials. I further acknowledge that the training included a discussion of test security policies and test administration procedures as outlined in the TAM.

I acknowledge that it is my responsibility, as a test administrator, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I have read the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

Appendix B Forms

I acknowledge that it is my responsibility to follow all of the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all secure test materials (including, but not limited to, test booklets, answer documents, oral scripts, CD ROMs, signed administration scripts or videos) to the DTC or to the contractor, as appropriate.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date

Appendix B Forms



South Carolina
Department of Education

Together, we can.

Office of Assessment Agreement to Maintain Test Security and Confidentiality for Testing Monitors

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to monitors prior to the testing window so that they can become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom. DTCs and/or STCs must review test security policies and procedures with monitors and encourage monitors to read all appropriate materials and instructions provided to them.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Assessment of State Standards, (PASS), Performance Assessments for the Selection of Gifted and Talented Students (Project STAR) or South Carolina Alternate Assessment (SC-Alt).

I acknowledge that it is my responsibility, as a monitor, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I (have read/will read) the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the test administration manual.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

Appendix B Forms

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all test materials to the STC or the DTC.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date

ELDA Do Not Disturb Sign

There is a “Do Not Disturb” sign on the reverse side of this page.
Please instruct the TA to post this sign on all doors of the testing room.
You may make as many copies of this sign as you need.



DO NOT DISTURB

*English Language Development Assessment
(ELDA)*

**Testing is taking
place in this room.**



**South Carolina English Language Development
Assessment**

**SECURITY CHECKLIST SAMPLE
SPRING 2011 ADMINISTRATION**

District: 0101 MIDDLEVILLE

School: 001 MIDDLEVILLE ELEMENTARY SCHOOL

The following checklist contains all security numbers for test booklets and answer documents assigned to your school. To help you monitor the distribution of secure materials to test administrators, space has been provided next to each security number for you to enter the name of the test administrator receiving the material, the date each secure item is returned, and the reason any secure item was not returned when expected. Immediately inform your District Test Coordinator if a test booklet or answer document cannot be found after testing.

This checklist is for school use only. You have received one copy of this form. After completing the form, return a photocopy to the District Test Coordinator with each pickup of secure materials. Keep the original for your records.

Summary of Materials Sent

Item	Number of Items Sent	Secure Ranges Assigned
Grades 1-2 Reading, Writing, Listening, and Speaking Test Booklets	5	11000036-11000040
	5	11000041-11000045
	5	11000046-11000050
	5	11000051-11000055
	5	11000056-11000060
	5	11000061-11000065
	5	11000066-11000070
	5	11000071-11000075
	5	11000076-11000080
	5	11000081-11000085
Item	Number of Items Sent	Secure Ranges Assigned
Grades 3-5 Answer Documents	5	32000141-32000145
	5	32000146-32000150
	5	32000151-32000155
	5	32000156-32000160
	5	32000161-32000165
	5	32000166-32000170
	5	32000171-32000175
	5	32000176-32000180
	5	32000181-32000185
	5	32000186-32000190
	5	32000191-32000195
	5	32000511-32000515
	5	32000516-32000520
	5	32000521-32000525
	5	32000526-32000530
	5	32000531-32000535
	5	32000536-32000540
	5	32000541-32000545

Appendix B

School: _____

Description of the Testing Irregularity and Actions Taken (Please indicate test.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ELDA Spring 2011—Test Administration Manual
B-15

Appendix C

Testing Students with Documented Disabilities

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Testing Students with Documented Disabilities

A. General Information

1. Definition of a Student with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

2. Test Security Violations

According to S.C. Code Ann. § 59-1-447 (1990), it is a test security violation to test a student without the accommodations or customized materials specified in the IEP or 504 Accommodation Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations or customized materials not specified in the IEP or 504 Accommodation Plan. See page 6 of this manual for procedures that must be followed to report these security violations.

3. IEP and 504 Accommodation Plan Requirements

Students who are English language learners in grades K–12 with a current Individualized Education Program (IEP) or 504 Accommodation Plan **must participate** in the ELDA. Students who have **severe disabilities** should have the speaking portion of the test attempted. Record a score of “no response – 0” in this section of the test to indicate that the test was attempted for these students. If students with disabilities can take other parts of ELDA, they should do so. Students may participate in the assessment in the same manner as other students or with accommodations (reading, writing, listening, and speaking). The IEP or 504 Accommodation Plan team determines **how, not if**, a student with disabilities participates in the ELDA assessments. Decisions about accommodations must be made on an individual student basis, not on the basis of the category of disability or instructional placement.

Accommodations and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. However, not all instructional accommodations are appropriate for a standardized assessment as they may invalidate the test results. Any standard accommodations (reading, writing, listening, and speaking) and supplemental materials and devices used for instruction and assessment must be documented in the IEP or 504 Accommodation Plan. Changes made to the IEP or 504 Accommodation Plan immediately before testing may not reflect accommodations that are in the best interest of the student.

4. Use of Monitors

The requirements regarding monitors also apply to the testing of students with disabilities. A Test Administrator (TA) must be in the room at all times when materials are not in locked storage, even if a monitor is present.

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5. Special Requests

The IEP team or 504 Accommodation Plan team may determine if a student requires an accommodation or supplemental material or device that is not addressed in this appendix. The DTC must complete the Special Circumstances Request form located on page C-17 to request the use of a specific accommodation or supplemental materials/device during testing. The DTC should fax this form to Suzanne Swaffield at 803-734-8886. **If approved, you will be given a special request code to enter on the student's answer document.**

If you have any further questions, contact Suzanne Swaffield at sswaffie@ed.sc.gov or 803-734-8274.

NOTE: *Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). Follow the instructions for dictation of responses for broken arms or other similar injuries that prevent students from completing the writing section.*

B. Standard Accommodations

A standard accommodation is a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of standard accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills of Standard English to be assessed rather than disabilities.

Examples of Standard Accommodations

Table I presents the types of standard accommodations typically used during the ELDA.

Table I — Examples of Standard Accommodations for ELDA

Standard Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, attention cueing, reading aloud to self, repeating/signing directions, customized forms, oral administration (writing only), or signed administration of listening and speaking
Response Options	bold-line paper, typing responses, non-verbal indication of answer choices (listening, writing, and reading sections only), dictation of responses in writing section, Braille test responses, responding in test booklet or separate pages
Supplemental Materials and Devices	provided by the district (see section D of this appendix)
Special Circumstances	use form in Section G of this appendix

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Testing Students with Documented Disabilities

Setting

The ELDA should be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:

- preferential seating in the classroom,
- separate location with minimal distractions,
- small-group administration in a separate location, or
- individual administration in a separate location.

Timing

The ELDA are not timed tests. Students may take as long as they need to complete each test during the school day when possible. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- frequent or extended breaks in the testing room without contact with other students or
- frequent or extended breaks that may involve contact with other students.

Scheduling

The student may take portions of the ELDA over several days, as long as all testing is completed by the last day of the testing window. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning,
- administering the test in one day with several testing sessions per day, or
- administering the test over several days with one or several testing sessions per day.

Presentation

The student may require that the test be presented in a different manner, such as the use of a customized format of the test. These accommodations may include the following:

- **Highlighting within the test** – the **TA** may highlight key words or phrases for students in the directions only. For example, TAs may highlight phrases such as “Read this story and answer questions 6–10” in the student’s test booklet. The **student** may highlight words, phrases, sentences, and so on, in reading passages or in test items.
- **Cueing** – The TA may write cues, use cue symbols, or orally cue the directions only in the test booklet (e.g., providing arrows, stop signs, or phrases such as “Read this story and answer questions 6–10.”).
- **Student reading test aloud to himself or herself** – A student may read the test questions aloud to himself or herself. This accommodation requires an individual administration of the test.
- **Signed administration** – TAs may sign, cue, or communicate through a sign language interpreter or transliterator scripted directions, stimuli, questions, and answer options for **writing, listening, and speaking**, as well as the prerecorded prompts in the listening and speaking sections. Unless otherwise specified in the *Signed Administration TA Notes*, test instructions,

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Testing Students with Documented Disabilities

questions, and answer options should be signed directly as written. Listening and speaking prompts must be signed directly as presented orally or on administration CDs. Signing of the reading test is not a standard accommodation.

- **Student repeating/signing directions to the TA or interpreter** – The student may need to sign the directions to the TA for clarification or to demonstrate his or her understanding.
- **Oral administration of writing** – On the writing section only, TAs may read scripted directions, item stimuli, questions, and answer options. All materials should be read directly as it is printed in the *TAM* and test booklet.
- **Customized forms** – Materials are ordered from the contractor by the DTC. For more information about customized forms, see Section C of this appendix.

Response Options

The student may require an alternative method of responding to a test question. The procedures for using the response options are in Section E of this appendix. Response options may include the following:

- **Bold-line paper** – Students may use bold-line paper for responding to constructed-response and extended writing items. The district must provide the student with the bold-line paper.
- **Typing the responses** – Students may type their responses to the constructed-response or extended writing items using a typewriter or computer. Make sure that all content is deleted from the computer after the final response is printed. No additional copies of the extended response should be made or downloaded to a CD under any circumstances.
- **Non-verbal indication of answer choices for multiple-choice items (reading, writing, and listening)** – Students may indicate their answer choices nonverbally (e.g., by pointing, by using a personal communication device). A monitor must be present to verify that responses were recorded accurately.
- **Dictation of responses** – Students may dictate their answer choices to the TA verbally or with a voice-activated device. The TA writes the student's responses on the answer document. This accommodation requires an individual administration.
- **Braille response options** – Students may use a braillewriter, slate and stylus, or electronic Braille note-taking device for answering test items.
- **Responding in the test booklet** – Students may circle their answers to the multiple-choice questions directly in their test booklet or on separate pages.

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C. Customized Materials

Customized test materials will be provided, as ordered, by the district through the contractor. No overage will be sent. Table II presents the types of customized materials used during the ELDA.

Table II — Customized Materials for ELDA

Test Materials	For the student who:	The TA will:
Braille	reads classroom materials in Braille	Staple any separate pages with student responses into the front of the print version of the test booklet
Large-Print	has difficulty reading text in a standard size font	Staple any separate pages with student responses into the front of the print version of the test booklet

1. Braille Test Materials

The Braille version is for students who are blind or visually-impaired and/or read classroom materials in Braille. These forms are available for the reading and writing tests and grades 3–12. They may also be used with the following supplemental materials:

- *ELDA Test Administration Manual (TAM)*—for information normally read aloud to all students.
- *Braille Test Administrator's Notes (TA Notes)*—are provided with the Braille test materials. The *TA Notes* provide additional information to TAs regarding changes in the wording or graphics in test items, special instructions during administration, supplemental materials needed during testing, or options for student responses. The *TA Notes*, in conjunction with the print version of the Braille test booklet, provide the same information as the student's Braille test booklet. **TAs should carefully review the *TA Notes* before testing to ensure that all needed materials are available during testing.**

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Testing Students with Documented Disabilities

2. Large-Print Test Booklets

The large-print version is an enlarged version (130%) of the regular test booklet and is designed for students who have difficulty reading text in a standard size font.

Table III — Procedures for Marking Student Responses

Form	Reading	Writing	Listening	Speaking
Braille	<p>Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device</p> <p>TA transcribes all responses into student's answer document</p>	<p>Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device</p> <p>TA transcribes all responses into student's answer document</p>	N/A	N/A
Large-Print	<p>Student marks answers in Large-Print test booklet</p> <p>TA transcribes all responses into student's answer document</p>	<p>Student marks answers in Large-Print test booklet</p> <p>TA transcribes all responses into student's answer document</p>	<p>Student marks answers in Large-Print test booklet</p> <p>TA transcribes all responses into student's answer document</p>	N/A

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D. Supplemental Materials and Devices

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used in the student's daily instruction and documented in the IEP or 504 Plan. **If any of these materials are used, the district or school must supply them.**

Be sure that the accommodation(s) codes have been completed for the appropriate students. Use of supplemental materials and devices should be coded as an accommodation on the answer document.

Remind students to wear prescribed eyeglasses or hearing aids for testing.

- Amplification equipment or special acoustics (e.g. auditory trainer, sound field system)
- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)
- Colored overlays
- Pointer, non-calibrated ruler, template, or other devices to assist in maintaining visual attention
- Braillewriter, Braille note-taking device, typewriter, or word processor
- Pencil grips or large-diameter pencil
- Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer)
- Tape recorder and cassette
- Television monitor and VCR/DVD player
- Adaptive or special furniture

E. Administration Procedures

The TA will read directions as written in the *TAM*. Some wording changes may be necessary depending on the mode of response by the student. (Example: Instead of telling a student to "Mark your answers in your answer document," you may say, "Point to your answer and I will mark your answer in your answer document.")

Scheduling

- Estimate the duration of each testing session for the student.
- If it is determined that the student requires testing over several days, divide the test into "sections" according to the time allotted for each test session. Each "section" should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
- During each testing session, the student may work only on test questions for that "section." The student may not go back and work on any "section" from a previous session.

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Responding on Bold-Line Paper

- Students who provide responses on bold-line paper may use either the customized test booklet (large-print or Braille) or regular test booklet.
- Student responses on the bold-line paper must be transcribed into the appropriate section of the student's answer document. Any separate pages with student responses must be stapled into the front of the print version of the test booklet.
- TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

Typing the Responses

- Students who type their responses may use any of the customized test booklets (large-print or Braille) or a regular test booklet.
- Typed student responses must be transcribed into the appropriate section of the student's answer document. Any separate pages with student responses must be stapled into the front of the print version of the test booklet.
- TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

Computer Software Issues When Students Type Responses

- A student **may not** use the spell check and other word processing features with a computer as a accommodation to complete constructed-response items for the writing assessment.
- A student **must** be monitored while using a computer.
- A student **may not** use computer-enhanced writing programs (e.g. online thesaurus, spell check, grammar check, outline program) when responding to the extended-response portion of the writing assessment. The TA must disable the spell check, grammar check, etc., software programs so that the student is not able to use them.

Non-verbal Indication of Answer Choices for Multiple-Choice Items Only

- The student will indicate answers nonverbally by pointing to an answer choice in the test booklet (or by other means such as index cards) or by using a personal communication device. The TA will mark the student's answer in the answer document, making sure that all student responses are carefully checked for accuracy and that all student demographic information is completed as appropriate.
- TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

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Dictation of Responses to Multiple-Choice Items

- The student dictates his or her answer choice for multiple-choice to the TA. The TA will mark the student's responses in the appropriate answer document.
- TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

Braille Responses to Multiple-Choice, Constructed-Response, and Extended-Response Items

- Students may use a Braillewriter, slate and stylus, or electronic Braille note-taker, provided by the district, to answer test items.
- All responses marked in the Braille test booklet or written in Braille on separate sheets of paper must be transcribed and transferred by the TA into the test answer document.
- TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.
- Follow the directions for return procedures in Section F.

Responding in the Test Booklet

- Students may circle their answers to the multiple-choice questions in their test booklets. These multiple-choice responses should then be transcribed to the appropriate answer document.
- Two individuals should complete this task. Make sure that all student responses are carefully checked for accuracy and that all appropriate student demographic information is completed.
- The test booklet and answer document should be returned with the rest of the test materials.
- TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

Oral Administration of Writing

Oral administration of reading is not allowed; however, oral administration of writing is a standard accommodation. **Because there are no oral scripts, the materials may be reviewed up to 2 days before testing. All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures.**

1. Begin the administration by reading aloud the administration directions from the *TAM*.
2. Read the script exactly as it is written. Be particularly aware of the grammatical make-up and structure of the items. No non-standard accommodations in the wording of the test questions are allowed. An unconscious pause, change of inflection, and/or facial expression can be misleading or distracting to the student. Each question is printed directly in the script. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and answer choices to give the student time to reflect on the items. Special instructions for administering particular questions are included as needed. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
3. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item.
 - a. Students may request to skip an item and return to it later.

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- b. Repeat passages and/or questions as requested. The entire passage and/or question must be reread. Items may be repeated as many times as necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items only once during the testing session and then repeat items as necessary at the end of the testing session.
- c. At the end of each objective section and at the end of the testing session, reread any specific passages and/or questions as requested by the student.
4. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted.** Do not converse with students about any test items. Try to respond to student questions by rereading instructions, passages, or test questions as needed.
5. A monitor must be present during the administration or the administration must be audiotaped.

Signed Administration

To prepare for test administration, the TA and/or sign language interpreter involved with a signed administration should:

1. read and understand the security laws, regulations, and guidelines (pages 2–10 of this *TAM*)
2. read and understand the signed administration guidelines
3. read the *TAM*
4. thoroughly review the prerecorded listening and speaking prompts and directions

Because there are no oral scripts, the materials may be reviewed up to 2 days before testing. All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures.

1. While reviewing the prompts and directions on the CD, pay attention to instances that will require slight changes to directions for them to be appropriate given the nature of the student's disability (e.g., I will now sign the instruction for the listening test.)
2. During the ELDA administration the following may be signed:
 - Listening prompts
 - Speaking prompts
 - Writing prompts
 - Scripted directions for listening, speaking, reading, and writing
3. **Allowable sign languages** – The ELDA may be signed in American Sign Language (ASL), Pidgin Signed English (PSE), or Signed Exact English (SEE).
4. TAs may sign, cue, or communicate through a sign language interpreter, translator, or oral transliterator scripted directions and answers to students' questions about the directions. Students should be given the opportunity to ask questions prior to the beginning of each section of the test. Scripted directions for each section of the ELDA are located in the *TAM* and should be followed verbatim to the greatest extent possible.

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5. **Signed administration of the listening section** – There are no signing scripts or videos for the listening section of the ELDA. TAs may sign, cue, or communicate through a sign language interpreter, translator, or oral transliterator the prompts and directions on the CD for the listening section (what is typically heard via CD).
6. **Signed administration of the speaking section** – There are no signing scripts or videos for the speaking section of the ELDA. TAs may sign, cue, or communicate through a sign language interpreter, translator, or oral transliterator the prompts and directions on the CD for the speaking section (what is typically heard via CD). The students should sign their responses either directly to the TA, or through an interpreter, translator, or oral transliterator. The TA will score the responses using the Speaking Scoring Guide that is included with the testing materials.
7. A monitor must be present during the administration or the administration must be videotaped. TAs and monitors must sign an *ELDA Security Affidavit Form for Alternative Response Options* to verify in writing that the student's responses were accurately recorded. This form is located on page C-15 of this appendix.

NOTE: If the sign in directions or prompts would possibly cue the correct answer, then the word(s) must be fingerspelled.

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F. Return Procedures

1. Identifying Student Materials

The information shown below must be written on all videotapes/DVDs used to record testing sessions, as well as drafts of dictated responses and Braille responses. Responses typed on separate pages and responses using bold-line paper must be labeled.

The documents must be returned with the test booklets.

- District name
- School name
- Teacher name
- Student name
- Student State ID
- Date of Birth
- Gender
- Subject
- Test booklet and answer document numbers
- Grade level tested
- Test question number

*Johnsonville School District
Foster Middle School
Ms. J. Jones
Irma V. Hall
ID# 3211234567
10-10-93
Female
Reading
72100305
Grades 9–12
Item 14*

2. Labeling and Coding of the Answer Documents

- Place a precode or single document label on each test booklet. **Answer documents without labels will not be scored.**
- Ensure that all applicable fields on the answer documents are coded correctly. The accommodation fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes.

NOTE: *The contractor will not edit or verify any fields on the answer document. If information is omitted or hand-coded incorrectly, the test(s) may not be scored correctly. Rescoring will be done at the expense of the school district.*

3. Packaging Test Materials

- Separate the completed answer documents from the test materials for students who need to test later in the testing window.
- Putting the materials in numeric order by security number is recommended. This procedure may simplify signing in materials to the STC.
- Any separate sheets of paper with the student's final work must be stapled into the test booklet.
- Stack all test materials including all customized materials. They **do not** have to be boxed separately.
- Return all materials to the STC. Sign-in secure materials on the School Security Checklist.

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G. Additional Information

In this section, you will find the following:

- **ELDA Security Affidavit Form for Alternative Response Options** – This page may be reproduced as needed.
- **Special Circumstances Request Form** – Use this form to request an accommodation and/or supplemental device that is not addressed in this appendix. IEP/504 Accommodation Plan documentation **MUST** accompany the form. This form may be reproduced as needed.
- **Accommodations Table** – This page may be reproduced as needed as a quick reference to standard accommodations for the ELDA.
- **Customized Materials Tables** – This page may be reproduced as needed as a quick reference to the customized materials for the ELDA.

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ELDA Security Affidavit Form for Alternative Response Options

An alternative method of responding to test items was required for the following student:

Student Name

Student State ID

District: _____

School: _____

Subject: _____

Grade: _____

I verify that the procedures for using one of the allowed response options were followed as specified in **Appendix C** of the ELDA Test Administration Manual (TAM). I verify that the student responses represent an authentic student assessment consistent with state test security laws and regulations.

Test Administrator—Signature

Position

Test Administrator—Print Name

Date

Monitor/Scribe/Other—Signature

Position

Monitor/Scribe/Other—Print Name

Date

Return this form to the DTC upon completion.

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Office of Assessment Special Circumstances Request Form For the 2010–2011 Administration of ELDA

Student Name: _____ Student State ID#: _____

District: _____ PowerSchool #: _____

School: _____

Language Domain area(s) for which request will apply:

Specific accommodation requested or circumstances (tell how it will be used):

Reason for requesting accommodation (tell how it applies to routine instruction):

List of attached IEP documentation (i.e., instructional and assessment supports)*

***No request will be accepted without evidence of instructional and assessment alignment.**

School Representative (Signature)

School Representative Phone Number

District Test Coordinator Name (Print)

District Test Coordinator Fax Number

District Test Coordinator's Signature

Date

Please fax this form and appropriate documentation to Suzanne Swaffield at (803) 734-8886 **at least two weeks prior to testing**. You will receive a response by phone and by fax (if applicable) within 5 business days.

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Table I — Examples of Standard Accommodations for ELDA

Standard Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, attention cueing, reading aloud to self, repeating/signing directions, customized forms, oral administration (writing only), or signed administration of listening and speaking
Response Options	bold-line paper, typing responses, non-verbal indication of answer choices (listening, writing, and reading sections only), dictation of responses in writing section, Braille test responses, responding in test booklet or separate pages
Supplemental Materials and Devices	provided by the district (see section D of this appendix)
Special Circumstances	use form in Section G of this appendix

Table II — Customized Materials for ELDA

Test Materials	For the student who:	The TA will:
Braille	reads classroom materials in Braille	Staple any separate pages with student responses into the front of the print version of the test booklet
Large-Print	has difficulty reading text in a standard size font	Staple any separate pages with student responses into the front of the print version of the test booklet

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Table III — Procedures for Marking Student Responses

Form	Reading	Writing	Listening	Speaking
Braille	<p>Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device</p> <p>TA transcribes all responses into student's answer document</p>	<p>Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device</p> <p>TA transcribes all responses into student's answer document</p>	N/A	N/A
Large-Print	<p>Student marks answers in Large-Print test booklet</p> <p>TA transcribes all responses into student's answer document</p>	<p>Student marks answers in Large-Print test booklet</p> <p>TA transcribes all responses into student's answer document</p>	<p>Student marks answers in Large-Print test booklet</p> <p>TA transcribes all responses into student's answer document</p>	N/A

Appendix D

Monitor's Section

Monitor Requirements

- The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained.
- A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).
- Monitors cannot be in rooms where their close relatives are being tested.
- It is **not** permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.
- The STC must review testing procedures, test security, and duties with monitors.

Monitor Responsibilities

- Monitors are required to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. It is permissible to alert students that their answers are being marked in the wrong sections of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets.**

The following is a list of duties that should be performed by a monitor.

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets/answer documents, paper) as directed by the TA.
- Ensure that students receive the correct test booklets/answer documents.
- During testing, ensure that students
 - ✓ receive additional sharpened No. 2 pencils when needed,
 - ✓ follow directions,
 - ✓ mark their responses in the appropriate area of the answer document,
 - ✓ use only the allowable supplemental materials specified in this manual, and
 - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure that they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.
- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)

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Monitor's Section

Secure Materials

Test Items Are Secure

ELDA 3–12 test items are secure. It is **not** permissible for monitors, TAs, STCs, DTCs, parents, principals, or other school personnel to open ELDA 3–12 test booklets for the purpose of reading test items.

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, the test booklets should be placed in a secure, locked cabinet, closet, drawer, etc., or all test booklets should be taken with the person.

Monitors, TAs, STCs, and other school and district personnel (including principals, assistant principals, and guidance counselors) are not permitted to read test items before testing, during testing, or after testing.

Teachers should not discuss test items with students even if students ask questions about content on the tests. TAs should take extra care when reviewing subject content or answering questions during the testing period.

After testing, access to secure materials is restricted to make-up testing sessions and **supervised** sessions for completing or editing demographic codes on student answer document covers.

Test Security Agreement Forms

All school and district personnel who will have access to secure test materials must sign the *Agreement to Maintain Test Security and Confidentiality* form. Three types of forms are available for district/school use. One form is for DTCs and STCs, one form is for TAs, and the other form is for monitors and all other personnel who may assist with testing. Test security forms should be signed after each person has participated in ELDA training. The DTC is responsible for collecting and storing the forms for three years.

These forms are provided in **Appendix B**. They may be copied. Districts may add their own test security agreements.

Coding of Demographic Information on Answer Documents

Sessions supervised by the STC for the coding of student demographic information may be held no more than two weeks before testing. Access to the test booklets and answer documents is restricted to the labeling and coding of the outside and inside of the front covers (pages 1 and 2) of the answer documents.

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Monitor's Section

Administrative Guidelines

Policy on Use of Electronic Communication, Imaging, and Photography Devices

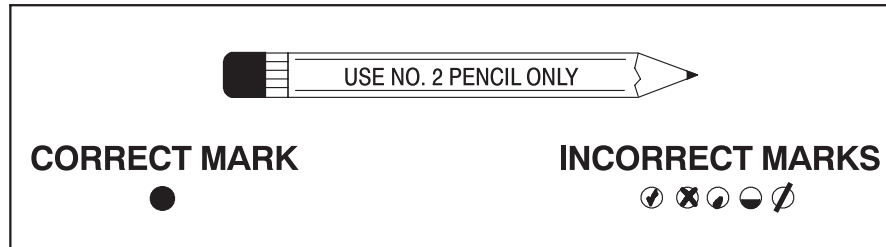
Students **may not** bring into the testing location **any electronic or other device** that can be used for communicating, timing, or imaging. These devices include, but are not limited to, cell phones, pagers, beepers, headphones, stopwatches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.

Test Administrator and Monitor Participation During Testing

During testing, TAs are encouraged to walk around the room to check that students are following the directions for appropriately darkening bubbles for multiple-choice items, and working on the lines or in the space for constructed-response items.

If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say "Remember to do a good job of erasing if you need to change an answer. Darken only one bubble for each question."

The diagram below shows an example of correctly and incorrectly marked bubbles.



While walking around the classroom, it is also permissible for TAs to check that students are following the directions for marking their responses in the correct section of the answer document. For example, answers to questions in the reading test must be marked in the corresponding section of the answer document. The TA may remind students that writing responses must remain inside the page border to be scored.

TAs should remind students to complete all questions in a given section of the test. The TA may say to the class "Remember to continue working until you come to the stop sign."

It is not permissible, however, to stop and read test items or students' responses in their test booklets/answer documents or to indicate to students that they should change their answers in any way. TAs should **not** look through the students' answer documents after they are turned in to make sure that all questions were answered.

Appendix D

Monitor's Section

Testing Days and Hours

As stated in the State Board Regulations, all schools must administer tests on the dates specified by the SCDE. Districts should determine policies for the testing hours in their schools. Testing may begin at any time during school hours that allows sufficient time for students to complete the assigned test. For example, a test could begin at 1 P.M., providing that school hours continue to 3 P.M. or later.

- The ELDA reading and writing tests are not timed. Therefore, students should be given as much time as they need to complete each test. Since some students may take a much longer time period to finish testing than other students, districts should develop guidelines for schools to follow regarding what TAs may tell students who have completed and turned in their test for that day.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., bubbling responses and writing), the TA must allow the student to continue with the test.
- District policy should dictate whether staying after school to administer or take tests is an acceptable option. ELDA tests, however, must begin and end on the same day unless the student has an IEP specifying administration of a single test over several days.
- The ELDA listening and speaking tests are administered using prerecorded audio CD-ROMs. Therefore, they are timed tests and should be scheduled according to the test administration time requirements found on page 29 of this manual.

Appropriate Test Environment

Planning for and providing an appropriate test setting is essential. The following are some considerations for ensuring that all students have an equal opportunity to perform their best on the ELDA.

- Students should be tested in rooms that have good lighting, adequate ventilation, and sufficient space.
- Schools are strongly encouraged **to avoid large-group administrations** in settings such as the library or cafeteria.
- Testing in a familiar classroom setting should reduce test anxiety for students and should simplify test security.
- Freedom from interruptions or distractions is important to any testing environment; the classroom should be quiet. A “Do Not Disturb” sign is included in **Appendix B**; it may be removed from this manual and taped to the outside of the classroom door.
- Word walls must be taken down or covered during any type of testing.

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Contingency Plans for Disruptions During Testing

Make contingency plans for unexpected disruptions. Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick-up children during the test period, etc.

Fire Drills, Bomb Threats, Power Failure

If a **fire drill or bomb threat** occurs during testing, the TAs should collect the booklets and other secure materials as the students file out of the room. The TA can keep the booklets secure by taking them outdoors or locking them in a secure location within the classroom.

If a **power failure** occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to another day within the state testing window.

Student Cheating

When cheating is suspected, the school should follow policies and procedures established by the district for investigating and documenting this type of incident. If cheating is confirmed, the STC may choose to place a Do Not Score label on the student's answer document before it is returned to the contractor. The STC should also attach a note to the student's score report indicating the violation and stating that the specific scores may not be representative of the student's achievement. Do not report student cheating to the SCDE as a test security violation unless electronic devices are involved in the incident.

Student Injury

Students who suffer injuries may be scheduled for testing later in the district's testing window. If a student cannot write or bubble answers because of an injury, such as a broken arm, the testing may be delayed and the student may follow any of the options listed as an accommodation on **pages C-3–C-5 of Appendix C**. These accommodations include changing the setting, timing, scheduling, presentation, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C**.

Student Becomes Ill During Testing

If a student is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA and the STC to implement as needed.

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Monitor's Section

Guidelines for Students Who Become Ill During Testing

1. The TA should excuse the sick student from the testing room. The TA should not leave the room. If possible, send a monitor to accompany the child to the restroom, nurse's office, or other sick room.
2. If necessary, school procedures for dismissing students from the room should be followed as specified by school policies and procedures. Students should take a supervised break until the sick child is situated and the student's desk and the classroom have been cleaned. The determination to remove students from the classroom depends on the severity and the timing of the sickness. If available, students could be moved to another classroom to complete the test.
3. The TA can retrieve and save the student's test booklet and answer document for further use if they were not severely damaged. Reusable answer documents are those that can be scanned electronically for scoring.
4. It is acceptable to transfer student responses from the damaged answer document to a new answer document (obtained from the school overage) if the transcription can be accomplished in a supervised, secure setting.
5. The TA should return the damaged test materials to the STC and sign in the test materials.
6. Damaged test booklets/answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning) and this action must be documented on the Security Checklist so that test integrity is maintained at all times.
7. If a new test booklet is needed during testing, obtain the appropriate grade level and subject booklet (and answer document, if applicable) from school overage, and sign the materials "out" and "in" on the security checklist. The security number of the new test booklet must be entered in the appropriate place on the security checklist.
8. Remember to place a single document label on the new answer document and handcode all student demographic information. Follow the directions provided in **Appendix A**.

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Legal Requirements for Test Security

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the South Carolina Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the South Carolina Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

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Monitor's Section

State Board Regulations

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2008), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
 - B. Examinations for admission to teacher education programs and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, "local school board" means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the South Carolina Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

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- VII.
 - A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
 - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A. Failing to administer tests on the test dates specified by the SCDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the South Carolina Department of Education any test, test question, or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the South Carolina Department of Education any portion of examinee responses to any item or any section of a secure test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
 - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

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- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms...) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization...) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the South Carolina Department of Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

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Monitor's Section

Test Security Violations and Students with Disabilities

DTCs and STCs should work closely with special educators at the school level to ensure that all accommodations are provided for students with disabilities in accordance with each student's Individualized Education Program (IEP) or 504 Plan.

State Board of Education Regulation 24 S.C. Code Ann. Regs. 43-100 (Supp. 2007) states that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

In the event of a test security violation involving testing accommodations for students with disabilities, the DTC must report the test security violation in accordance with the procedures outlined in the previous section.

The school/district must also convene the IEP/504 Plan team to review the test security violation. During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations as written in the IEP/504 Plan and may not change the accommodations specified in the plans. The team must address the test security violation as follows. If a student

- **received an accommodation** that is not specified in the IEP/504 Plan, the team must determine whether the unauthorized accommodation causes the test administration to be invalid.
- **did not receive a testing accommodation** that is specified in the IEP/504 Plan, the team must determine whether the test administration is valid without the specified accommodation.

If the IEP/504 Plan team determines that:

- **the test administration is valid**, the test is returned for scoring. Remember to mark the correct accommodation codes in the student's answer document.
- **the test administration is not valid**, the school/district must invalidate the score by placing a **Do Not Score** label on the student's answer document and return the answer document to the contractor.

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Office of Assessment

Agreement to Maintain Test Security and Confidentiality for Testing Monitors

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to monitors prior to the testing window so that they can become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom. DTCs and/or STCs must review test security policies and procedures with monitors and encourage monitors to read all appropriate materials and instructions provided to them.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Assessment of State Standards, (PASS), Performance Assessments for the Selection of Gifted and Talented Students (Project STAR) or South Carolina Alternate Assessment (SC-Alt).

I acknowledge that it is my responsibility, as a monitor, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I (have read/will read) the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the test administration manual.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

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I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all test materials to the STC or the DTC.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date

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